



Township Public Schools

Wayne, New Jersey

English / Language Arts

American Literature

Grade 10

August 2022

Revised

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This curriculum may be modified through varying techniques, strategies, and materials as per an individual student's Individualized Educational Plan (IEP)

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	Language Arts 10 English 10 – American Literature
Unit Plan Title:	Unit 1 – Pre-Colonial through Colonialism (Pre-America through 1800s)
Time Frame	11 Weeks

Anchor Standards/Domain

English Language Arts Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

English Language Arts Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

English Language Arts Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Language Arts Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Standard Number(s)

Reading Standards for Literature Grade 9-10

Key Ideas and Details

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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

Reading Standards for Informational Texts Grade 9-10

Key Ideas and Details

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Integration of Knowledge and Ideas

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

Range of Reading and Level of Text Complexity

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

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

Writing Standards Grade 9-10

Text Types and Purposes

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

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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

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

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

Production and Distribution of Writing

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
- B. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

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

Speaking and Listening Standards Grade 9-10

Comprehension and Collaboration

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

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

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

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

Presentation of Knowledge and Ideas

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

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

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

Language Standards Grade 9-10

Conventions of Standard English

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

Knowledge of Language

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Vocabulary Acquisition and Use

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

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

Career Readiness and Interdisciplinary Connections

Career Readiness Practices

Act as a responsible and contributing citizen and employee.

Apply appropriate academic and technical skills.

Communicate clearly and effectively and with reason.

Consider the environmental, social and economic impacts of decisions.

Demonstrate creativity and innovation.

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity.

Work productively in teams while using cultural global competence.

Career Readiness Standards

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Interdisciplinary Connections

6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Unit Summary

Throughout this unit, students will strengthen their fiction and non-fiction reading and general writing skills. By focusing on a variety of novels, dramas, letters, essays, sermons, and speeches, students will develop strategies for understanding the development of the American voice in literature and in non-fiction. Students will study literary elements in fiction and develop a deeper understanding of oratorical technique, rhetoric, and persuasion in non-fiction. In both fiction and non-fiction, they will continue to develop comprehension strategies, such as summarizing, making inferences, predicting and confirming, asking questions, and determining important ideas, as they read various levels of text. Students will write in a variety of styles during the course of this unit both formally and creatively. Ultimately, students will write journals, essays including persuasive and explanatory that may require research techniques, and creative pieces. At the conclusion of this unit, students will understand that authors represented their experience and the experiences of others through their works to convey a perspective that is open to argument and interpretation. Students will understand that the development of America influenced attitudes which were captured in both fiction and non-fiction through works by Native Americans, Puritans and Enlightenment authors.

Essential Questions

- How do authors' personal experiences influence their works in both fiction and nonfiction?
- How did the events of the 15th, 16th, and 17th century such as the discovery of the Americas, the establishment of Puritan colonies and culture, the Great Awakening, the Enlightenment, and the American Revolution affect changes in literature, particularly the development of an American voice?
- How does the meaning or purpose of a work shift in light of new theories and philosophies?
- How do various literary techniques function in the development of a literary work?
- How were religious beliefs reflected in the literature of the early American settlers?

- How religious beliefs impacted America both then and now?
- How did early American literature reflect the discriminatory attitudes of our culture that continue until today?
- How did Native American beliefs set the stage for similar environmental concerns for today?
- How did the early American leaders create civic documents and oratories that shape the American ideals and philosophies of government?

Enduring Understandings

- Literature reflects the struggles and religious beliefs of individuals and groups; it does not solve problems, only opens suggestions and perspectives.
- Authors represent their experiences and the experiences of others through their works to convey a perspective that is open to argument and interpretation.
- The early American literature created the standard for literary elements such as setting, characters, and symbols that have become part of the “American voice” and revealed the discriminatory attitudes of the early Americans.
- A text’s features, structures, and characteristics foster the reader’s capacity to discover the meaning of a text.
- The experiences of the early Native Americans can still shape our understanding of the world.
- The development of our nation influenced attitudes which were captured in drama, poetry and prose.
- Reading early American works such as memoirs, novels, journals, dramas, and speeches reveals the common themes and struggles that have always plagued humanity.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21 st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input checked="" type="checkbox"/> E,A	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input checked="" type="checkbox"/> E,T,A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input checked="" type="checkbox"/> E,T,A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input checked="" type="checkbox"/> E,T,A	Collaboration
<input checked="" type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- The research process to effectively employ information in their writing
- How to write a five-paragraph essay following standard rules of mechanics and grammar
- How to use and apply vocabulary effectively
- How to identify and summarize the main arguments of a critical analysis
- That literature is a reflection of life and the struggles of individuals and groups
- That literature does not solve problems but may open perspectives
- That literature is reflective of an author’s experiences or the experience of others
- That literature is open to argument and interpretation
- That authors manipulate literary elements to convey their story

- That the structure, features, and characteristics of a text must be analyzed to understand its meaning
- That literature reflects the attitudes of Americans during this time period
- That literature mirrors the themes and struggles that have plagued humanity
- That vocabulary has a denotative and connotative meaning
- Students will be able to analyze the role the setting (environment, society, or government) has on the decisions of the characters and plot development and make connections to real world examples.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

May include but are not limited to:

Reading

Reading check quizzes for student comprehension, journal writing, class discussions, and presentations.

View film version of a work or one closely related in theme and/or style as follow up and offer opportunities for comparing and contrasting

Writing

*Unit test which may be in essay form or a combination of multiple choice questions , short answers and essays

Creative writing

Research on an assigned topic for further exploration

Students will either complete journal entries, do-nows, or anticipatory questions that connect back to essential questions and enduring understandings

Check for completion of homework assignments for understanding of material

Writing conferences

Peer Editing

Vocabulary quizzes

Teaching and Learning Activities

Activities

Activities denoted with an * address the skills outline in the [Career Ready Practices](#)

Suggested activities may include but are not limited to:

- Work with the vocabulary list from novels, dramas, journals, oratories, and seminal documents to define and put words in real life context.
- Navigate a text to identify theme, central ideas, and text development.
- Discuss and respond to text orally and in writing via reader response logs, five-paragraph essay assignments, and creative assignments.*
- Use technology for students to share ideas and thoughts as they interact and collaborate (i.e. blogs).*
- Create written responses to literature via thought-provoking questions.
- Read critical articles on assigned works and apply them.*
- Research historical elements such as the Red Scare, witch hunts in modern society, an author’s biography or other appropriate topics related to the work and/or time period.*
- Read either as a class or in groups for better understanding.
- Discuss and analyze the formal elements of poetry, drama, myths, and oratories.

	<ul style="list-style-type: none"> ● Compare literature to other works of art. ● Listen to music that appropriately reflects the themes of the works and/or the time period. ● Write from the point of view of a character in <i>The Crucible</i>. ● Create an original myth structured like the Native American myths.* ● Write a poem in response to a piece of literature or non-fiction work. ● Collaborate to understand a passage or selection of a poem, drama, journal, myth, oratory, or seminal document.* ● Create multimedia presentations that convey an understanding of literature through analysis of literary elements.* ● Participate in student generated panel discussion on an assigned topic.* ● Use a variety of media including film, news clips and/or documentaries to help explain the concepts and ideas inherent in the literature.* ● Recitation of key passages of seminal documents and oratories. ● Write open ended responses ● Read current events make connections to literature read in class
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Mixed grouping by interest or ability ● Leveled materials and tiered assignments ● Small group or one-to-one remediation as necessary ● Guided research during projects and papers ● Guided comprehension using direct instruction of reading strategies – before, during and after reading <ul style="list-style-type: none"> ▪ Monitor metacognition (thinking about one’s thinking) ▪ Guided visualization ▪ Access prior knowledge ▪ Guided summary ● Audio version of literature with or without read along material ● Support concepts with video with or without read along material ● Provide options for performance assessments <ul style="list-style-type: none"> ○ Projects ○ Alternative test formats ○ Varied writing formats ○ Presentations ○ Oral assessments ○ Online assessments ● Allow the use of technological support whenever possible/necessary – computers, word processors, tablets, and/or other mobile devices ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Craft additional leads and endings for mentor texts ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson <p>Differentiation Strategies for Special Education Students</p>

[Differentiation Strategies for Gifted and Talented Students](#)

[Differentiation Strategies for ELL Students](#)

[Differentiation Strategies for At Risk Students](#)

Honors

- Teachers assign one outside reading assignment per marking period
- Teachers work with students to create electronic portfolios of all graded writing assignments to be saved as PDF and carried on to junior year.
- Teachers assign a variety of research projects on a regular basis including papers and/or presentations that require the use of databases in the school's library system.
- Teachers regard class participation including valuable discussion points and independent critical analysis as a distinguishing characteristic of the honors student.
- Teachers encourage collaboration on the revise and edit process as well as fine-tuning those skills on an individual basis.
- Teachers encourage students to develop multi-tasking skills by devising overlapping assignments and reading.
- Teachers encourage students to analyze literature on an in-depth basis using close-reading techniques, discussion prompts and writing activities.

Resources

- Prentice Hall Literature: Timeless voices, Timeless Themes
- Nonfiction: Memoirs: "The Interesting Narrative of the Life of Olaudah Equiano"; Journals and excerpts: "Journal of the First Voyage to America," *The General History of Virginia, Of Plymouth Plantation*; Essays and excerpts: *Poor Richard's Almanack*, "The Crisis"; Seminal U.S. Documents: *The Declaration of Independence*; Oratory: "Speech on the Virginia Convention" and Benjamin Franklin's *The Autobiography*
- Myths: "The Earth on Turtle's Back," "When Grizzlies Walked Upright," "The Navajo Origin Legend," "The Iroquois Constitution."
- Bury My Heart at Wounded Knee
- Puritan Poetry: "Huswifery," "To My Dear and Loving Husband"
- Oratory: *Sinners in the Hands of An Angry God*
- *The Crucible*
- *The Scarlet Letter* (Honors)
- *The Glass Castle* (Honors)
- Assorted short stories of similar literary merit from the Internet, literary magazines or anthologies
- Assorted poems of similar literary merit from the Internet, literary magazines or anthologies
- Assorted plays of similar literary merit from the Internet, literary magazines or anthologies

Technology Resources:

- Youtube.com
- Google Docs, Google Apps, Extensions
- Available technology
- Film version of a chosen novel or work or one closely related in theme and/or style
- Destiny Library databases

- Netflix
- Turnitin.com
- www.Curriculet.com
- www.Readworks.com
- www.izzit.com
- www.Kahoot.com
- www.vocabulary.com
- <http://edu.glogster.com/>
- www.popplet.com
- <http://tewt.org/the-great-gatsby/>
- <http://tewt.org/>
- <https://nearpod.com/>
- <https://mix.office.com/en-us/Home>
- <http://www.socrative.com/>
- <https://newsela.com/>
- <http://www.hippocampus.org/>
- <http://web.seesaw.me/>
- <https://grockit.com/answers>
- <http://www.kubbu.com/>
- <http://myths.e2bn.org/index.php>
- <http://kidblog.org/home/>
- <https://en.educaplay.com/>
- <http://www.livebinders.com/>
- <http://generator.acmi.net.au/storyboard/>
- <http://www.boomwriter.com/>
- <https://animoto.com/>
- <https://education.microsoft.com/skypeintheclassroom>
- <http://storybird.com/educators/>
- <http://www.storyjumper.com/>
- <https://penzu.com/>
- <http://www.comicmaster.org.uk/>
- <https://quizlet.com/>

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	English 10
Unit Plan Title:	Unit 2 – Transcendentalism, Romanticism, Gothicism, and Realism (1800s)
Time Frame	11 Weeks

Anchor Standards/Domain*

English Language Arts Standards for Reading

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

English Language Arts Standards for Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

English Language Arts Standards for Speaking and Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Language Arts Standards for Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Unit Summary

Throughout this unit, students will strengthen their fiction reading and general writing skills. By focusing on a variety of short stories, essays, and poems, students will develop strategies for understanding the development of the American voice in literature, specifically reflecting the philosophies of Transcendentalism an outgrowth of Romanticism and Gothicism. Students will study literary elements to develop a deeper understanding of these philosophies. They will continue to develop comprehension strategies, such as summarizing, making inferences, predicting and confirming, asking questions, and determining important ideas, as they read various levels of text. Students will write in a variety of styles during the course of this unit including both formal and creative. Ultimately, students will write journals, essays including persuasive and explanatory that may require research techniques, and creative pieces including poetry. At the conclusion of this unit, students will understand that these genres represented a revolt against the previous American literary movements creating a truly unique American voice.

Standard Number(s)

Reading Standards for Literature 9-10

Key Ideas and Details

- RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

- RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

Integration of Knowledge and Ideas

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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

Reading Standards for Informational Texts Grade 9-10

Key Ideas and Details

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Integration of Knowledge and Ideas

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the

Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

Range of Reading and Level of Text Complexity

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

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

Writing Standards Grade 9-10

Text Types and Purposes

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

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
- B. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Speaking and Listening Standards Grade 9-10

Comprehension and Collaboration

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

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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

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

Presentation of Knowledge and Ideas

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

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

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

Language Standards Grade 9-10

Conventions of Standard English

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

Knowledge of Language

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Vocabulary Acquisition and Use

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

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

Career Readiness and Interdisciplinary Connections

Career Readiness Practices

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Career Readiness Standards

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Interdisciplinary Standards

- 6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

Unit Summary

Throughout this unit, students will strengthen their fiction reading and general writing skills. By focusing on a variety of short stories, essays, and poems, students will develop strategies for understanding the development of the American voice in literature, specifically reflecting the philosophies of Transcendentalism an outgrowth of Romanticism and Gothicism. Students will study literary elements to develop a deeper understanding of these philosophies. They will continue to develop comprehension strategies, such as summarizing, making inferences, predicting and confirming, asking questions, and determining important ideas, as they read various levels of text. Students will write in a variety of styles during the course of this unit including both formal and creative. Ultimately, students will write journals, essays including persuasive and explanatory that may require research techniques, and creative pieces including poetry. At the conclusion of this unit, students will understand that these genres represented a revolt against the previous American literary movements creating a truly unique American voice.

Essential Question(s)

- How do authors' personal experiences influence their works in novels, poetry, short stories, essays, narratives and oratories?
- How did the events of the 18th century including the Industrial Revolution and the Civil War affect changes in literature, particularly the development of an American voice?
- How does the meaning or purpose of a work shift in light of new theories and philosophies?
- How do various literary techniques function in the development of a literary work?
- How did the transcendental movement change previously strict religious doctrine as reflected in the literature?
- What is the purpose of nature and its impact on an individual's writing style?
- How did Romanticism, Transcendentalism, Gothic Literature and Realism create a true American voice?
- How religious beliefs impacted America both then and now?
- How did 18th Century literature reflect the discriminatory attitudes of our culture that continue until today?
- How did Transcendental beliefs set the stage for similar environmental concerns for today?
- How did 18th Century leaders create civic documents and oratories that shape the American ideals and philosophies of government?

Enduring Understandings

- Literature reflects the struggles, philosophies and religious beliefs of individuals and groups; it does not solve problems, only opens suggestions and perspectives.
- Authors represent their experiences and the experiences of others through their works to convey a perspective that is open to argument and interpretation.
- 18th Century literature created the standard for literary elements such as setting, characters, and symbols, that have become part of the true "American voice" to reveal the discriminatory attitudes of the early Americans.
- A text's features, structures, and characteristics foster the reader's capacity to discover the meaning of a text.
- Transcendentalism was a major philosophical movement that revolted against earlier philosophies, religion and ideas.
- The industrialization of our nation influenced attitudes which were captured in drama, poetry, and prose.
- Reading 18th Century works such as narratives, short stories, essays, novels, journals, and speeches reveals the common themes and struggles that have always plagued humanity.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21st Century Themes		Indicate whether these skills are E-Encouraged , T-Taught , or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill. 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/> E,A	Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	<input type="checkbox"/> E,T,A	Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/> E,T,A	Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/> E,T,A	Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- The research process to effectively employ information in their writing
- How to write a five-paragraph essay following standard rules of mechanics and grammar
- How to use and apply vocabulary effectively
- How to identify and summarize the main arguments of a critical analysis
- That literature is a reflection of life and the struggles of individuals and groups
- That literature does not solve problems but may open perspectives
- That literature is reflective of an author's experiences or the experience of others
- That literature is open to argument and interpretation
- That authors manipulate literary elements to convey their story
- That the structure, features, and characteristics of a text must be analyzed to understand its meaning
- That literature reflects the attitudes of Americans during this time period
- That literature mirrors the themes and struggles that have plagued humanity
- That vocabulary has a denotative and connotative meaning
- Students will be able to analyze the role the setting (environment, society, or government) has on the decisions of the characters and plot development and make connections to real world examples.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

May include but are not limited to:

Reading

Reading check quizzes for student comprehension, journal writing, class discussions, and presentations.

View film version of a work or one closely related in theme and/or style as follow up and offer opportunities for comparing and contrasting

Writing

*Unit test which may be in essay form or a combination of multiple choice questions, short answers, and essays

Creative writing

Research on an assigned topic for further exploration

Students will either complete journal entries, do-nows, or anticipatory questions that connect back to essential questions and enduring understandings

Check for completion of homework assignments for understanding of material

Writing conferences

Vocabulary quizzes

Teaching and Learning Activities

Activities

Activities denoted with an * address the skills outline in the [Career Ready Practices](#)

Suggested activities may include but are not limited to:

- Work with the vocabulary list from novels, narratives, essays, journals, and oratories, to define and put words in real life context
- Navigate a text to identify theme, central ideas and text development
- Discuss and respond to text orally and in writing via reader response logs, five-paragraph essay assignments and creative assignments*
- Use technology for students to share ideas and thoughts as they interact and elaborate (i.e. blog)*
- Create written responses to literature via thought-provoking questions
- Encourage students to embrace Transcendental philosophies through a 24-hour technology free period during which they keep a journal of their experiences*
- Read critical articles on assigned works and apply them*
- Research historical elements such as the Industrial Revolution and the Civil War, a slave narrative or other appropriate topics related to the work and/or time period*
- Read either as a class or in groups for better understanding
- Discuss and analyze the formal elements of novels, poetry, essays, narratives, journals, and oratories
- Compare literature to other works of art
- Listen to music that appropriately reflects the themes of the works and/or the time period.
- Write from the point of view of a character in “The Fall of the House of Usher” or *The Adventures of Huckleberry Finn*.
- Create an original gothic story or poem*
- Collaborate to understand a passage or selection of a poem, novel, essay, narrative, journal, and oratory*
- Create multimedia presentations that convey an understanding of literature through analysis of literary elements*
- Participate in student generated panel discussion on an assigned topic*
- Use a variety of media including film, news clips, documentaries to help explain the concepts and ideas inherent in the literature*
- Recitation of key passages from oratories such as *The Gettysburg Address*, a stanza from “The Raven,” or lyrics from slave spirituals
- Research simulation task*

Differentiation Strategies

- Mixed grouping by interest or ability
- Leveled materials and tiered assignments
- Small group or one-to-one remediation as necessary
- Guided research during projects and papers
- Guided comprehension using direct instruction of reading strategies –

- o before, during and after reading
- o Monitor metacognition (thinking about one’s thinking)
- o Guided visualization
- o Access prior knowledge
- o Guided summary
- Audio version of literature with or without read along material
- Support concepts with video with or without read along material
- Provide options for performance assessments
 - o Projects
 - o Alternative test formats
 - o Varied writing formats
 - o Presentations
 - o Oral assessments
- Allow the use of technological support whenever possible/necessary – computers, word processors, tablets, and/or other mobile devices
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence
- Craft additional leads and endings for mentor texts
- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson

[Differentiation Strategies for Special Education Students](#)

[Differentiation Strategies for Gifted and Talented Students](#)

[Differentiation Strategies for ELL Students](#)

[Differentiation Strategies for At Risk Students](#)

Honors

- Teachers assign one outside reading assignment per marking period
- Teachers work with students to create electronic portfolios of all graded writing assignments to be saved as PDF and carried on to junior year
- Teachers assign a variety of research projects on a regular basis including
 - papers and/or presentations that require the use of databases in the school’s library system
- Teachers regard class participation including valuable discussion points and independent critical analysis as a distinguishing characteristic of the honors student
- Teachers encourage collaboration on the revise and edit process as well as fine-tuning those skills on an individual basis
- Teachers encourage students to develop multi-tasking skills by devising overlapping assignments and reading
- Teachers encourage students to analyze literature on an in-depth basis using close-reading techniques, discussion prompts and writing activities

Resources

- Prentice Hall Literature: Timeless voices, Timeless Themes
- Short Stories: Edgar Allan Poe: “Fall of the House of Usher,” “The Raven,” “The Oval Portrait,” “Masque of the Red Death”; Stephen Crane’s “An Episode of War.” Washington Irving’s “The Devil in Tom Walker”; Nathaniel Hawthorne’s “The Minister’s Black Veil.”
- Essays: Ralph Waldo Emerson excerpts from *Self Reliance* and *Nature*; Henry David Thoreau excerpts from *Civil Disobedience* and *Walden*
- Poetry: Walt Whitman, Henry Wadsworth Longfellow, James Russell Lowell, Oliver Wendell Holmes, Emily Dickinson
- Memoir: *Narrative Life of a Slave and My Bondage and My Freedom* by Frederick Douglas
- Oratory: *The Gettysburg Address*
- *I Am Legend*
- *Red Badge of Courage*
- *Shane*
- *My Antonia*
- *Shorter Novels* by Herman Melville
- Assorted short stories of similar literary merit from the Internet, literary magazines or anthologies
- Assorted poems of similar literary merit from the Internet, literary magazines or anthologies
- Assorted plays of similar literary merit from the Internet, literary magazines or anthologies

Technology Resources:

- Available Technology including Chromebooks, Google Classroom, Google Apps, Turnitin.com
- Library Research Databases
- Curriculet.com
- Izzit.org
- Readworks.org
- Youtube.com
- Film version of a chosen novel or work or one closely related in theme and / or style
- Turnitin.com
- Netflix

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	English 10
Unit Plan Title:	Unit 3 – Documented Research Paper
Time Frame	7 weeks

Anchor Standards/Domain*

English Language Arts Standards for Reading

Key Ideas and Details

- R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn
- R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting
- R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

English Language Arts Standards for Writing

Text Types and Purposes

- W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

Production and Distribution of Writing

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

English Language Arts Standards for Speaking and Listening

Comprehension and Collaboration

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Language Arts Standards for Language

Conventions of Standard English

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L5. Demonstrate understanding of word relationships and nuances in word meanings.

L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Standard Number(s)

Reading Standards for Literature 10

Key Ideas and Details

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

Integration of Knowledge and Ideas

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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

Reading Standards for Informational Texts Grade 10

Key Ideas and Details

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Integration of Knowledge and Ideas

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

Range of Reading and Level of Text Complexity

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

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

Writing Standards Grade 10

Text Types and Purposes

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

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

- B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

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

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically..

Research to Build and Present Knowledge

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
- B. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

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

Speaking and Listening Standards Grade 10

Comprehension and Collaboration

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

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

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

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

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

Presentation of Knowledge and Ideas

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

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

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

Language Standards Grade 10

Conventions of Standard English

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Use parallel structure.

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

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

B. Use a colon to introduce a list or quotation.

C. Spell correctly.

Knowledge of Language

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Vocabulary Acquisition and Use

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

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

Career Readiness and Interdisciplinary Connections

Career Readiness Practices

Apply appropriate academic and technical skills.

Communicate clearly and effectively and with reason.

Demonstrate creativity and innovation.

Employ valid and reliable research strategies.

Utilize critical thinking to make sense of problems and persevere in solving them.

Model integrity, ethical leadership and effective management.

Use technology to enhance productivity.

Career Readiness Standards

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.).

• 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. •

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Interdisciplinary Standards

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

Unit Summary

Throughout this unit, students will learn to select a broad topic that is eventually narrowed down to an argumentative thesis. They will also learn to evaluate sources, support their thesis with expert research, how to organize their ideas through the use of an outline, and cite their sources. Additionally, they will learn to

integrate quotes properly and understand the variety of organizational strategies that their teachers may use including but not limited to note cards, spread sheets, and annotated bibliographies. Students will learn the difference between paraphrasing and using direct quotes in addition to their own ideas and concepts to avoid plagiarism. During this process, students will learn the proper MLA formatting as directed by their teacher. Students' research skills will be sharpened by visiting the media center to gather a variety of credible sources including print, internet, and database articles. Students will learn to distinguish between scholarly sources and non-scholarly sources such as Wikipedia or other available sources that may not be reliable. Ultimately students will write an academic documented research paper. At the conclusion of this unit, students will understand how to research for sources, analyze that research, and then incorporate that research correctly into a documented paper following MLA style.

Essential Question(s)

- How does a writer narrow his/her ideas from a broad topic to an argumentative thesis?
- What sources are credible and appropriate for a scholarly documented paper?
- What reading strategies are employed in the research process?
- What are the different organizational styles and strategies that aid in creating the end product?
- How can students avoid "accidental" plagiarism?
- What are the consequences of plagiarism and not documenting sources within a paper?
- What are the benefits of optional components to the research process such as notecards, annotated bibliography, outlining, and spreadsheets?
- What are the benefits of learning proper research skills?
- What are the benefits of learning how to skillfully navigate databases?
- How does a student incorporate a scholarly and academic voice into his/her writing style?

Enduring Understandings

- Writers take a broad topic and continue to narrow it down to a workable thesis that can be argued.
- Sources must be carefully analyzed to determine if they are reputable and appropriate for the thesis.
- Analyze research by reading carefully to determine what information is pertinent and relevant to the topic.
- Different strategies such as outlining, notecards, annotated bibliographies, and spreadsheets can facilitate and streamline the research process.
- Plagiarism has far-reaching consequences including parental notification, loss of credit for the assignment, and possible failing grade.
- Plagiarism can have more serious consequences throughout a writer's academic career.
- There is a distinct difference between paraphrasing and using a direct quote from a source .
- Research skills extend far beyond the classroom and can be utilized within many professional careers and on a personal basis.
- Writers change their voice to fit various audiences and purposes.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21st Century Themes		Indicate whether these skills are <i>E-Encouraged, T-Taught, or A-Assessed</i> in this unit by marking <i>E, T, A</i> on the line before the appropriate skill. 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	<input type="checkbox"/>	E,T,A Creativity and Innovation
<input type="checkbox"/>	Environmental Literacy	<input type="checkbox"/>	E,T,A Critical Thinking and Problem Solving
<input type="checkbox"/>	Health Literacy	<input type="checkbox"/>	E,T, A Communication
<input checked="" type="checkbox"/>	Civic Literacy	<input type="checkbox"/>	E,T Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- How to narrow ideas from a broad topic to an argumentative thesis
- How to distinguish credible from non-credible sources
- How to read with an eye for determining the value of information contained in academic sources
- How to utilize different organizational styles and strategies that aid in creating the end product
- How to avoid “accidental” plagiarism by paraphrasing correctly, citing correctly, and incorporating a level of original thought into the creation of the research paper
- The consequences of plagiarism and not documenting sources within a paper can include parental notification, loss of credit for the assignment, and possible failing grade
- That there are more serious consequences of plagiarism that can negatively affect a writer’s academic career
- That the ability to skillfully navigate a database will be beneficial in the classroom and can be utilized within many professional careers and on a personal basis
- That voice changes to fit various audiences and purposes

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

May include but are not limited to:

Reading and Writing

All steps of the process are graded. These steps include selecting a topic and developing thesis, researching to find reliable sources, outlining, notecards, spreadsheets, works cited, annotated bibliography, rough drafts, time management, peer editing, paraphrasing, and the final documented research paper.

Teaching and Learning Activities

Activities

Activities denoted with an * address the skills outline in the [Career Ready Practices](#).

Suggested activities may include but are not limited to:

- Explore various outlining strategies
- Discuss the consequences of plagiarism*
- Compare and contrast direct quotes and paraphrases
- Practice paraphrasing sources
- Use supervised peer editing to improve and revise drafts*
- Write in class to elicit teacher input
- Utilize turnitin.com for plagiarism and peer editing*

- Google Docs for peer review and paper editing and comments*
- Participate in writing conferences as needed
- Visit media center for research
- Brainstorm search words and synonyms for researching
- Review proper MLA format for in-text citations and works cited*
- Guide topic selection and narrowing of ideas to an appropriate argumentative thesis
- Write in class to create proper notecards
- Discuss how to distinguish between credible and non-credible sources*
- Discuss the difference between primary and secondary sources
- Review how to embed quotes within the paper
- Present the findings of their research*
- Present the thesis and main points to be covered in the paper

Differentiation Strategies

- Mixed grouping by interest or ability
- Leveled materials and tiered assignments
- Small group or one-to-one remediation as necessary
- Guided research during projects and papers
- Guided comprehension using direct instruction of reading strategies – before, during and after reading
 - Monitor metacognition (thinking about one’s thinking)
 - Guided visualization
 - Access prior knowledge
 - Guided summary
- Audio version of literature with or without read along material
- Support concepts with video with or without read along material
- Provide options for performance assessments
 - Projects
 - Alternative test formats
 - Varied writing formats
 - Presentations
 - Oral assessments
- Allow the use of technological support whenever possible/necessary – computers, word processors, tablets, and/or other mobile devices
- Strategy and flexible groups based on formative assessment or student choice
- One:One conferring with teacher
- Choice of narrative or persuasive text composition
- Differentiated checklists and rubrics (if appropriate)
- Student selected goals for writing
- Level of independence
- Craft additional leads and endings for mentor texts
- Consult mentor texts to support writing
- ELL Supports and Extension activities are included with each lesson

[Differentiation Strategies for Special Education Students](#)

[Differentiation Strategies for Gifted and Talented Students](#)

	<u>Differentiation Strategies for ELL Students</u> <u>Differentiation Strategies for At Risk Students</u>
<i>Honors</i>	<ul style="list-style-type: none">● Teachers assign an additional reading assignment during the research process● Teachers will approve topics that are appropriately challenging for the honors student● Teachers work with students to add appropriate elements of the research process to be saved as PDF and carried on to junior year● Teachers assign a variety of research projects on a regular basis including papers and/or presentations that require the use of databases in the school's library system● Teachers regard class participation including valuable discussion points and independent critical analysis as a distinguishing characteristic of the honors student● Teachers encourage collaboration on the revise and edit process as well as fine-tuning those skills on an individual basis● Teachers encourage students to develop multi-tasking skills by devising overlapping assignments and reading● Teachers encourage students to analyze sources and research critically while devising their paper
Resources	
<ul style="list-style-type: none">● Media Center resources including databases● MLA handouts or handbooks for citations, works cited and annotated bibliography, notecards, formatting of the paper, and outlining.● Turnitin.com● Youtube.com● Available Technology including Chromebooks, Google Classroom, Google Apps	

**Wayne School District
Curriculum Format**

Content Area/ Grade Level/ Course:	English 10
Unit Plan Title:	Unit 4 – Modernism and Contemporary Literature (1900-present)
Time Frame	11 weeks

Anchor Standards/Domain

English Language Arts Standards for Reading

Key Ideas and Details

- R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

- R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

English Language Arts Standards for Writing

Text Types and Purposes

- W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

English Language Arts Standards for Speaking and Listening

Comprehension and Collaboration

SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

Presentation of Knowledge and Ideas

SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

English Language Arts Standards for Language

Conventions of Standard English

L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Knowledge of Language

L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

L5. Demonstrate understanding of word relationships and nuances in word meanings.

L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Standard Number(s)

Reading Standards for Literature Grade 9-10

Key Ideas and Details

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

Integration of Knowledge and Ideas

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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

Reading Standards for Informational Texts Grade 9-10

Key Ideas and Details

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Integration of Knowledge and Ideas

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

Range of Reading and Level of Text Complexity

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

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

Writing Standards Grade 9-10

Text Types and Purposes

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

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

- B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

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

Production and Distribution of Writing

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- A. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
- B. Apply *grades 9–10 Reading standards* to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

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

Speaking and Listening Standards Grade 9-10

Comprehension and Collaboration

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

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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

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

Presentation of Knowledge and Ideas

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

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

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

Language Standards Grade 9-10

Conventions of Standard English

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

Knowledge of Language

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Vocabulary Acquisition and Use

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
- C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.

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

Career Readiness and Interdisciplinary Connections

Career Readiness Practices

- Act as a responsible and contributing citizen and employee.
- Apply appropriate academic and technical skills.
- Communicate clearly and effectively and with reason.
- Consider the environmental, social and economic impacts of decisions.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Model integrity, ethical leadership and effective management.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence.

Career Readiness Standards

- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments. •
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).
- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

Interdisciplinary Connections

- 6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

Unit Summary

Throughout this unit, students will strengthen their fictional and non-fictional reading and general writing skills. By focusing on a variety of novels, poetry, short stories, essays, memoirs, and editorial selections, students will develop strategies for understanding that American Modernism was a major artistic movement that challenged and altered the traditional uses of literary forms and conveyed the attitude and uncertainty of the time. Through the study of literature and non-fiction, students will see the reflection of social changes including protests and the wars of the twentieth century. Students will study literary elements in both fiction and non-fiction especially to develop deeper understanding of oratorical technique, rhetoric and persuasion in non-fiction. By reading both fiction and non-fiction, they will continue to develop comprehension strategies, such as summarizing, making inferences, predicting and confirming, asking questions, and determining important ideas as they read various levels of text. Students will write in a variety of styles during the course of this unit including both formal and creative. Ultimately, students will write journals, creative journals, and essays including persuasive and explanatory that may require research techniques. At the conclusion of this unit, students will understand that authors represented their experience and the experiences of others through their works to convey a perspective that is open to argument and interpretation. Students will understand that contemporary writers manipulate the fundamental aspects of life to reflect the underlying purpose of their work.

Essential Question(s)

- How do an authors' personal experiences influence their works?
- How did the events of the 20th century such as World War I and II, the Depression, and the Civil Rights movements affect changes in literature, particularly Social Protest novels?
- How does the meaning or purpose of a work shift in light of new theories and philosophies?
- How do various literary techniques function in the development of a literary work?
- How has the coming-of-age story evolved into a reflection of the universal rite of passage into adulthood?

Enduring Understandings

- Literature reflects the struggles of individuals and groups; it does not solve problems, only opens suggestions and perspectives.
- Authors represent their experiences and the experiences of others through their works to convey a perspective that is open to argument and interpretation.
- The features of literature, such as setting, characters, and symbols, have a patterned and traditional function that can be manipulated and played upon by an author to convey their story more fully.
- A text's features, structures, and characteristics foster the reader's capacity to discover the meaning of a text.
- The development of our nation influenced attitudes which were captured in poetry and prose.
- Realism is an American literary voice developed by the attitudes of the time.
- American Modernism was a major artistic movement that challenged and altered the traditional uses of literary forms and conveyed the attitude and uncertainty of the time.
- Social Protest novels showed a change in attitude of the 20th century.

- The Modernist and Contemporary movements were heavily influenced by the World Wars the Depression, the Civil Rights and Social Protest movements
- Reading contemporary works such as memoirs, novels, journals, and speeches reveals the common themes and struggles that have always plagued humanity.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are <i>E-Encouraged, T-Taught, or A-Assessed</i> in this unit by marking <i>E, T, A</i> on the line before the appropriate skill. 21 st Century Skills	
x	Global Awareness	E,A	Creativity and Innovation
x	Environmental Literacy	E,T,A	Critical Thinking and Problem Solving
	Health Literacy	E,T,A	Communication
x	Civic Literacy	E,T,A	Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives (Students will know/Students will understand)

- The research process to effectively employ information in their writing
- How to write a five-paragraph essay following standard rules of mechanics and grammar
- How to use and apply vocabulary effectively
- How to identify and summarize the main arguments of a critical analysis
- That literature is a reflection of life and the struggles of individuals and groups
- That literature does not solve problems but may open perspectives
- That literature is reflective of an author’s experiences or the experience of others
- That literature is open to argument and interpretation
- That authors manipulate literary elements to convey their story
- That the structure, features, and characteristics of a text must be analyzed to understand its meaning
- That literature reflects the attitudes of Americans during this time period
- That literature mirrors the themes and struggles that have plagued humanity
- That vocabulary has a denotative and connotative meaning
- Students will be able to analyze the role the setting (environment, society, or government) has on the decisions of the characters and plot development and make connections to real world examples.

Assessments (Pre, Formative, Summative, Other)

*Denote required common assessments with an **

May include but are not limited to:

Reading

Reading check quizzes for student comprehension, journal writing, class discussions, and presentations.
View a film version of a work or one closely related in theme and/or style as follow up and offer opportunities for comparing and contrasting

Writing

*Unit test which may be in essay form or a combination of multiple choice questions , short answers and essays

Creative writing

Research on an assigned topic for further exploration

Students will either complete journal entries, do-nows, or anticipatory questions that connect back to essential questions and enduring understandings

Check for completion of homework assignments for understanding of material

Writing conferences

Vocabulary quizzes

Teaching and Learning Activities

Activities

Activities denoted with an * address the skills outline in the [Career Ready Practices](#).

Suggested activities may include but are not limited to:

- Work with the vocabulary list from a novel to define and put words in real life context
- Navigate a text to identify theme, central ideas, and text development
- Discuss and respond to text orally and in writing via reader response logs, five-paragraph essay assignments, and creative assignments*
- Use technology for students to share ideas and thoughts as they interact and elaborate (i.e. blog)*
- Create written responses to literature via thought-provoking questions
- Read critical articles on assigned works and apply them*
- Read informational articles and make connections to literature read in class
- Use Curriculet to have students highlight and annotate important passages and answer NJSLA style questions.*
- Complete Close reading of literature and annotate passage
- Research historical elements, an author's biography, or other appropriate topic related to the work and/or time period*
- Read either as a class or in groups for better understanding
- Discuss and analyze the formal elements of poetry
- Compare literature to other works of art
- Listen to music that appropriately reflects the themes of the works and/or the time period
- Write from the point of view of a character
- Create an additional or an alternative ending to *The Catcher in the Rye* or *Of Mice and Men**
- Write a poem in response to a piece of literature or non-fiction work
- Collaborate to understand a passage or selection of a poem, short story, or novel*
- Create multimedia presentations that convey an understanding of literature through analysis of literary elements*
- Participate in student generated panel discussion on an assigned topic*
- Use a variety of media including film, news clips, documentaries to help explain the concepts and ideas inherent in the literature*
- Compare and contrast the characters Curly and George. Examine their economic backgrounds and place in the hierarchy of the novel. Examine the implications of education level on the characters' prospects.*

	<ul style="list-style-type: none"> ● Students will create a mini art collection. They will three works of art, either a painting, drawing, or sculpture that is representative of a theme, symbol, character, setting within the novel. They may also choose a piece of art that they believe captures how a character felt at any point during the novel and/or a piece of art that the character would personally own. The students will need to look at a museum’s online art collection in order to find your two pieces of art.* ● Students will use the internet to take a virtual field trip to visit the homes of the Gatsby era on the Gold Coast of Long Island. Students will virtually examine the inside the homes, the grounds, and/or the famous owners of the homes.* ● Examine the ethical dilemmas faced by the economic differences presented through characers in <i>Gatsby</i>, <i>Mockingbird</i>, and/or <i>Of Mice and Men</i>. ● Research about JD Salinger on PBS.org. Students will go to google and search American Masters/ J.D. Salinger/ PBS.*
<p><i>Differentiation Strategies</i></p>	<ul style="list-style-type: none"> ● Mixed grouping by interest or ability ● Leveled materials and tiered assignments ● Small group or one-to-one remediation as necessary ● Guided research during projects and papers ● Guided comprehension using direct instruction of reading strategies – before, during, and after reading <ul style="list-style-type: none"> ○ Monitor metacognition (thinking about one’s thinking) ○ Guided visualization ○ Access prior knowledge ○ Guided summary ● Audio version of literature with or without read along material ● Support concepts with video with or without read along material ● Provide options for performance assessments <ul style="list-style-type: none"> ○ Projects ○ Alternative test formats ○ Varied writing formats ○ Presentations ○ Oral assessments ● Allow the use of technological support whenever possible/necessary – computers, word processors, tablets, and/or other mobile devices ● Strategy and flexible groups based on formative assessment or student choice ● One:One conferring with teacher ● Choice of narrative or persuasive text composition ● Differentiated checklists and rubrics (if appropriate) ● Student selected goals for writing ● Level of independence ● Craft additional leads and endings for mentor texts ● Consult mentor texts to support writing ● ELL Supports and Extension activities are included with each lesson <p>Differentiation Strategies for Special Education Students</p>

[Differentiation Strategies for Gifted and Talented Students](#)

[Differentiation Strategies for ELL Students](#)

[Differentiation Strategies for At Risk Students](#)

Honors

- Teachers assign one outside reading assignment per marking period
- Teachers work with students to create electronic portfolios of all graded writing assignments to be saved as PDF and carried on to junior year
- Teachers assign a variety of research projects on a regular basis including papers and/or presentations that require the use of databases in the school's library system
- Teachers regard class participation including valuable discussion points and independent critical analysis as a distinguishing characteristic of the honors student
- Teachers encourage collaboration on the revise and edit process as well as fine-tuning those skills on an individual basis.
- Teachers encourage students to develop multi-tasking skills by devising overlapping assignments and reading
- Teachers encourage students to analyze literature on an in-depth basis using close-reading techniques, discussion prompts and writing activities

Resources

- Prentice Hall Literature: Timeless voices, Timeless Themes
- *To Kill a Mockingbird*
- *Black Boy (Honors)*
- *Of Mice and Men*
- *The Grapes of Wrath*
- *The Catcher in the Rye*
- *The Adventures of Huckleberry Finn*
- *Tom Sawyer*
- *The Great Gatsby*
- *The Lovely Bones*
- *Little Fires Everywhere*
- *Cycle of American Literature*
- *The Parable of the Sower*
- *The Joy Luck Club*
- *A Farewell to Arms*
- *The Old Man and the Sea*
- *Inherit the Wind*
- *The Thin Man*
- *East of Eden*
- *Twelve Angry Men*
- *The Glass Menagerie*
- *The Secret Life of Bees*
- *The Sun Also Rises*
- *Our Town*

- *A Raisin in the Sun*
- *Piano Lesson*
- *Into Thin Air*
- *Into the Wild*
- Poets including Eliot, Pound, Cummings, Walker, Angelou, Stein, Collins, Williams, Auden, Sandburg, Frost, Hughes, Plath, Rich, Brooks,
- Speeches: King's Civil Rights speech, Kennedy's inauguration speech
- Memoir: *Glass Castle*, *Tuesdays with Morrie*, *Educated by Tara Westover*
- Assorted short stories of similar literary merit from the Internet, literary magazines or anthologies
- Assorted poems of similar literary merit from the Internet, literary magazines or anthologies
- Assorted plays of similar literary merit from the Internet, literary magazines or anthologies

Technology Resources:

- Student Chromebooks
- Google Classroom and Apps and Extensions
- Izzit.org
- curriculet.com
- readworks.org
- Youtube.com
- A film version of a chosen work or one closely related in theme and/or style
- Destiny Library databases
- Netflix
- Turnitin.com