Language Arts Curriculum

Grade 10

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District Mission Statement

The mission of the Hillside Public Schools is to ensure that all students at all grade levels achieve the New Jersey Student Learning Standards and make connections to real-world success. We are committed to strong parent-community school partnerships, providing a safe, engaging, and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

Academic Area Overview

The Hillside Township School District is committed to excellence. We believe that all children are entitled to an education that will equip them to become productive citizens of the twenty-first century. We believe that an education grounded in the fundamental principles of Language Arts will provide students with the skills and content necessary to become our future leaders.

Language Arts is an integral component in the development of every student. Their competence in this area corresponds to their success in other academic disciplines. As such, the program is rooted in promoting awareness of how literacy is integral to their goal attainment and advancement. They have opportunities to apply grammar concepts, writing objectives and textual analysis to project creation. Children have the chance to explore areas of interests, exercise inquiry and demonstrate knowledge by constructing unit artifacts. Their ingenuity and perspectives will be respected as they assess their work and that of their peers utilizing rubrics. They will work in an environment that encourages them to take compositional risks and embraces the writing process. Unit topics correspond to text selections; novels vary according to Lexile levels. College Prep, Honors and differentiated instruction books are noted accordingly with an *H and DI* designation.

Our program provides teachers with the support and resources to diversify methodology and consistently utilize technology in daily instruction. Teachers are scheduled to meet weekly to share planning ideas and classroom innovations. The expectation of excellence extends to the professional staff; our teachers are full of views from approved development workshops and academic courses to provide students with the tools needed to maximize their potential.

Equality and Equity in Curriculum

The Hillside Township School District ensures that the district's curriculum and instruction are aligned to the Nj Student Learning Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

Lesson Information

        Lesson Name: _____

        Unit: _____

        Date: _____

Lesson Data

1. Essential Questions	
2. New Jersey Student Learning Standards (NJSLS)	
3. Objectives	*Students will be able to…*
4. Lesson Agenda	*Do Now* *Daily Activities* *Materials (Incorporation of Technology)* *Anticipated Timing*
5. Assessment	*Evidence of student learning*

6. Homework	

UNIT 1: Research

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
- Writers of informational text use a variety of text structures to advance ideas. - Engaging in active reading helps improve comprehension and critical thinking. - A thesis statement is essential for writing a well-crafted research paper. - Research writers must implement established guidelines in order to give credit to others' intellectual property. - Engaging in the writing process helps writers generate, develop, and refine written work.	- What are the structures of informational texts (problem-solution, cause-effect, compare-contrast, sequence, description, etc.)? - How do authors develop and support claims? - How does engaging in the writing process aid writers? - How does one craft a quality research paper that advances and supports claims and uses proper citation? - How does one craft a thesis quality thesis statement?

NJSLS ANCHOR STANDARDS	NJSLS PROGRESS INDICATORS/ SKILLS (SWBAT…) **Students will be able to:**
Key Ideas and Details **NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **NJSLSA.R2.** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**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.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**RI.9-10.2**. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
Craft and Structure	**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.
NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	**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).
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	
Integration of Knowledge and Ideas	
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	**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).
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	**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.
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	**Integration of Knowledge and Ideas**
NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	**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.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 	
Technology Standards
TECH.8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2 - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
 	
21st Century
CAEP.9.2.12.C.1 - [Standard] - Review career goals and determine steps necessary for attainment
CAEP.9.2.12.C.2 - [Standard] - Modify Personalized Student Learning Plans to support declared career goals.
	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 10, read and comprehend literary nonfiction at grade level text-complexity or above.
	
	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).

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").

PACING CHART

UNIT: Research

GRADE 10

TIMELINE: 10 weeks

TOPIC	PERFORMANCE TASKS ACTIVITIES PROJECTS ASSESSMENTS	RESOURCES INTERDISCIPLINARY CONNECTIONS
Reading: Analyzing and Evaluating Informational Texts:	Students read informational text sets that present a specific issue using varying text structures. Students analyze the interplay between text structure and meaning by engaging in the following active reading strategies… • Annotating • Cornell notes • Close reading • Dialectical Journals • Socratic seminar • Shared inquiry discussions • Silent Discussions • Vocabulary Logs **Possible Modifications:** **ESL/ELL:** Modified reading level of texts: • NEWSELA.COM Translated texts: • NEWSELA.COM	**Suggested Themes:** A. <u>Science/Technology:</u> Historical Innovations, Impact on Environment, Shaping Sense of Self, Social Justice Issues, Breakthroughs, Ethics B. <u>Global Issues:</u> Poverty, Economy/ Trade, Terrorism/Security, Environment, Immigration/Refugees, Health, War C. <u>Social Justice Issues:</u> Poverty/Minimum wage, Health Care, Access to Higher Education, Prison System **Careers – Related to text used in unit** **Informational Texts Resources:** <u>General:</u> • NYTIMES.COM • LATIMES.COM • NEWSELA.COM (Has paired texts/ current events) • READWORKS.COM (Has paired texts) • ACTIVELYLEARN.COM • STUDENTNEWSDAILY.COM <u>Science/Technology:</u> • SCIENCENEWSFORSTUDENTS.COM • SCIENCE.COM • NHSJS.COM (National High School Journal for Science)

	Speech (TTS) • Google Drive **SE:** • Modified reading level of texts: NEWSELA.COM • DOGNEWS.COM (Lower-level readers) • SCIENCEWORLD.SCHOLASTIC.COM Speech (TTS) • Google Drive **HONORS:** Advanced reading level of texts: • NEWSELA.COM • Academic Journals (EBSCOHOST, Thompson-Gale databases available through HHS media center website)	• SCIENCEDAILY.COM • DISCOVERMAGAZINE.COM • LIVESCIENCE.COM • DOGNEWS.COM (Lower-level readers) • SCIENCEWORLD.SCHOLASTIC.COM (lower-level readers) <u>Issues:</u> • GLOBALISSUES.ORG • UN.ORG • TED.COM • PEACECORPS.GOV
Writing: Crafting Research Papers/ Writing Workshops	Students, individually or paired, choose an issue that is meaningful to them and write a short research papers that employs a different text structure (cause/effect, problem solution, compare/contrast, etc.) Students generate, develop and refine ideas by participating in the following activities that support the writing process… • Brainstorming • Think-Pair-Share • Pre-Writing • Drafting • Peer Editing	Research topics can be related to the suggested themes. Sample Driving Questions: <u>Technology:</u> • How have technological innovations from the past impacted modern-day lives? • How have technological innovations impacted the environment? How can humans modify their interaction with technology to reduce its impact on the environment? • How have technological innovations shaped people's identities? How might technological innovations of the future shape people's identities? • How have technological innovations impacted people's social interactions? How might technological innovations impact people's social interactions?

	- Writing Conferences - Revising - Writing workshops - Grammar mini-lessons **Possible Modifications:** **ESL/ELL:** - Paired/Group Writing - Graphic Organizers - Fewer pages required **SE:** - Paired/Group Writing - Graphic Organizers - Fewer pages required **HONORS:** - Independent Writing - Academic Journals (EBSCOHOST, Thompson-Gale databases available through HHS media center website)	- What role should the government play in regulating technological development? - How should societies negotiate the ethical issues raised by technological innovations? - How is evolving technology affecting people's access to jobs? <u>Issues:</u> - What causes global terrorism? How does terrorism affect individuals and communities? - How can societies prevent terrorism? - What is a "human rights abuse"? What should be the US' role in mitigating global human rights abuses? - How do multinational corporations affect a county's economy and identity? - What is climate change and how have the countries of the world attempted to manage it? - What can be done to fight human trafficking? - What can be done to fight the international drug trade? <u>Social Justice Issues:</u> - Why does the United States have a high prison population? - What are the causes and effects of poverty in the US? - What is the link between poverty and educational attainment? - How does the current health-care system in the US work? **Careers – Related to text used in unit**
Speaking/ Listening:	**Making Presentations:** Students create and present an informative presentation based on one of their research papers and share with the class and/or with other stakeholders (other classes/ parents/ community members). Classmates will evaluate presentations.	Prezi.com Google Slides Emaze.com Capzles.com Animoto.com Classflow.com **Careers – Related to text used in unit**

Project:	**Making a Documentary:** Students make a documentary to reflect the content of their research paper.	Inter-disciplinary Connections: Performing Arts-Film, Technology **Careers – Related to text used in unit**
Grammar/ Vocabulary:	**Common Errors Lesson Plan:** Students collaborate to create lessons on common grammatical errors (sentence fragments, run-ons, subject-verb agreement, verb tense consistency, pronoun-antecedent agreement, commonly confused words). Group present lessons to class. **Vocabulary Log**: Students maintain vocabulary log while reading. **Vocabulary Cartoons:** Students create visual images and word associations for new vocabulary words.	**Grammar Bytes:** http://www.chompchomp.com/ **Grammarly Handbook:** https://www.grammarly.com/blog/category/handbook/ **Vocabulary Log Samples:** http://www.nytimes.com/learning/teachers/studentactivity/Vocab_Log.pdf http://oregonreadingfirst.uoregon.edu/downloads/instruction/big_five/vocab_logs_aa.pdf http://www.open.edu/openlearncreate/mod/oucontent/view.php?id=57369&section=8.5 **Vocabulary Cartoon Examples:** http://www.lovetolearn.net/files/4312812/uploaded/1793c.png https://www.thinktonight.com/v/vspfiles/assets/images/vocab%20cartoons%20accrue.jpg **Careers – Related to text used in unit**

UNIT 2: Literary Analysis

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
 ● Authors use a variety of literary techniques and devices to create meaning and develop tone. ● A thesis statement is essential for writing a well-crafted literary analysis essay. ● Apt evidence is essential in writing a well-crafted literary analysis essay. ● Engaging in the writing process helps writers generate, develop, and refine written work. 	● How do authors use literary techniques/devices to create meaning and develop tone? ● How does one develop a literary analysis essay that advances and argument with a well-crafted thesis statement and apt textual evidence? ● How does one craft a narrative that uses literary techniques to create a specific effect?

NJSLS ANCHOR STANDARDS	NJSLS PROGRESS INDICATORS/ SKILLS (SWBAT…) **Students will be able to:**
Key Ideas and Details **NJSLSA.R1**. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **NJSLSA.R2**. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **NJSLSA.R3**. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Craft and Structure**	**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**

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

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

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.

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

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

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

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

Research to Build and Present Knowledge

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

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

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

Range of Writing

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

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.9-10.1. 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.

Technology Standards
TECH.8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

	TECH.8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. **21st Century** CAEP.9.2.12.C.1 - [Standard] - Review career goals and determine steps necessary for attainment CAEP.9.2.12.C.2 - [Standard] - Modify Personalized Student Learning Plans to support declared career goals.

PACING CHART

UNIT: Literary Analysis

GRADE 10

TIMELINE: 10 weeks

TOPIC	PERFORMANCE TASKS ACTIVITIES PROJECTS ASSESSMENTS	SUGGESTED RESOURCES INTERDISCIPLINARY CONNECTIONS

Reading: Analyzing/ Interpreting and Evaluating Literature	Students read and analyze singular literary texts and paired texts by engaging in the following active reading strategies…
	• Annotating
	• Cornell notes
	• Close reading
	• Dialectical Journals
	• Silent Discussions
	• Socratic seminar
	• Shared inquiry discussions
	• Vocabulary Logs
	
	Possible Modifications:
	ESL/ELL:
	Speech (TTS) (Google Drive)
	c Organizers
	
	SE:
	Lower Lexile texts
	Speech (TTS)
	    • Google Drive
	
	HONORS:
		Suggested Themes:
		  A. <u>Science/Technology:</u> Historical Innovations, Impact on Environment, Shaping Sense of Self, Social Justice Issues, Breakthroughs, Ethics
		  B. <u>Global Issues:</u> Poverty, Economy/ Trade, Terrorism/Security, Environment, Immigration/Refugees, Health, War
		  C. <u>Social Justice Issues:</u> Poverty/Minimum wage, Health Care, Access to Higher Education, Prison System
		
		Careers – Related to text used in unit
		
		Narrative Text Resources:
		<u>General: Short Stories (Online Resources)</u>
		  • AMERICANLITERATURE.COM
		  • ACTIVELYLEARN.COM
		  • SHORTSTORYGUIDE.COM
		  • BRIGHTBULBEDUCATION.COM
		
		<u>Novels: Science Fiction</u>
		  • 1984 by George Orwell
		  • Feed by M.T. Andersen
		  • Brave New World by Aldous Huxley
		
		<u>Novels: Global Issues</u>

| | Higher Lexile texts | *The Kite Runner* by Khaled Hosseini (
A Thousand Splendid Suns by Khaled Hosseini
Little Bee by Chris Cleave
The Constant Gardener by John Le Carre
The Poisonwood Bible by Barbara Kingslover
Acts of Faith by Philip Caputo
The White Tiger by Aravind Adiga
The Jungle by Upton Sinclair
Non-fiction narrative: Global Issues
"*Half the Sky*" by Nicholas D. Kristoff and Sheryl WuDunn

"*They Poured Fire on Us from the Sky*" by Benjamin Ajak

"*Nickel and Dimed*" by Barbara Ehrenreich

Novels: Social Justice:

All American Boys by Reynolds, Jason
Monster by Walter Dean Myers
Non-fiction narrative:
In the Country We Love My Family Divided by Guerrero, Diane
Beyond Magenta: Transgender Teens Speak Out by Kuklin, Susan |
| **Writing:** Crafting a Literary Analysis Essay

Writing: Crafting Narratives/ Writing Workshops | Students generate, develop and refine ideas by participating in the following activities that support the writing process…
● Brainstorming
● Think-Pair-Share
● Pre-Writing
● Drafting
● Peer Editing
● Writing Conferences
● Revising
● Writing workshops | Guide to Writing a Literary Analysis Essay:
https://www.bucks.edu/media/bcccmedialibrary/pdf/HOWTOWRITEALITERARYANALYSISESSAY_10.15.07_001.pdfs

Careers – Related to text used in unit |

	• Grammar mini-lessons **Narratives may include:** • Prequels/Sequels • Missing Scenes • Narratives from different P.O.V. • Personal or fictional narratives based on themes discussed in reading unit **ary Analysis Essays topics may include:** • The interplay between sequencing (pacing, flashback) and effect (suspense, mystery, tension, surprise) • The interaction between a literary element (diction, imagery, symbols, motifs) and tone and/or theme • Analysis of character development and conflict and/or theme	
Speaking/Listening:	**Author's Chair:** Students will share narratives with the class and classmates will provide feedback.	Inter-disciplinary Connections: Drama, Public Speaking **Careers – Related to text used in unit**
Project:	**Movie Trailer:** Students make a short trailer to portray one of the narratives they have read or to portray their original narratives.	Movie Trailer: https://www.makewebvideo.com/en/make/movie-trailer-video https://diy.org/skills/filmmaker/challenges/772/make-a-movie-trailer Inter-disciplinary Connections: Business, Performing Arts-Film, Technology **Careers – Related to text used in unit**
Grammar/ Vocabulary:	**Sentence Combining (Phrase): Student-Created Lesson Plan:** Students collaborate to create a lesson on types of phrases (appositive, participial, prepositional, noun, adverb, infinitive, gerund, and absolute). Groups deliver lessons to class.	**Sentence Combining Activity Book:** https://www.heinemann.com/shared/instructorsManuals/E01046/teachersBooklet.pdf **Sentence Combining Online Exercises:** http://grammar.ccc.commnet.edu/grammar/combining_skills.htm

	Vocabulary Log: Students maintain a log of new vocabulary words as they engage in class readings. **Vocabulary Stories:** Students use new vocabulary in vocabulary stories. **Vocabulary Cartoons:** Students create visual images and word associations for new vocabulary words.	**Vocabulary Log Samples:** http://www.nytimes.com/learning/teachers/studentactivity/Vocab_Log.pdf http://oregonreadingfirst.uoregon.edu/downloads/instruction/big_five/vocab_logs_aa.pdf http://www.open.edu/openlearncreate/mod/oucontent/view.php?id=57369&section=8.5 **Vocabulary Cartoon Examples:** http://www.lovetolearn.net/files/4312812/uploaded/1793c.png https://www.thinktonight.com/v/vspfiles/assets/images/vocab%20cartoons%20accrue.jpg **Careers – Related to text used in unit**

UNIT 3: Argument

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Open debate is essential to maintaining a democratic society. Creators of argumentative texts use persuasive appeals and rhetorical devices to achieve a purpose and to appeal to audiences. Creators of arguments use deductive and inductive reasoning to construct arguments. Astute consumers of argumentative texts know how to identify, analyze, and evaluate arguments, recognizing lines of reasoning, logical fallacies, persuasive appeals, and rhetorical devices. Engaging in the writing process helps writers generate, develop, and refine written work.	How do authors develop and support claims? How can one identify the use of deductive and inductive reasoning to create arguments? How do authors use persuasive appeals and rhetorical devices to develop arguments and appeal to audiences? How can readers evaluate the strength of an argument? How can readers identify logical fallacies? How does one employ logical reasoning and other persuasive appeals to engage specific audiences? How does engaging in the writing process aid writers?

NJSLS Standards	SKILLS Students will be able to:
Key Ideas and Details **NJSLSA.R1**. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **NJSLSA.R2**. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **NJSLSA.R3**. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Craft and Structure**	**Progress Indicators for Reading Informational Text** **Key Ideas and Details** **RI.9-10.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. **RI.9-10.2**. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

Production and Distribution of Writing

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

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

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

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

Research to Build and Present Knowledge

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

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

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

Range of Writing

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

Technology Standards
TECH.8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.

21st Century
CAEP.9.2.12.C.1 - [Standard] - Review career goals and determine steps necessary for attainment
CAEP.9.2.12.C.2 - [Standard] - Modify Personalized Student Learning Plans to support declared career goals.

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.

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

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

CAEP.9.2.12.C.4 - [Standard] - Analyze how economic conditions and societal changes influence employment trends and future education.	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.

PACING CHART

UNIT: Argument

GRADE 10

TIMELINE: 10 weeks

TOPIC	PERFORMANCE TASKS ACTIVITIES PROJECTS ASSESSMENTS	RESOURCES INTERDISCIPLINARY CONNECTIONS
Reading: Analyzing Persuasive Techniques	**Students read/view persuasive speeches and read argumentative texts. Students analyze argument by engaging in active reading strategies**… ● Annotating ● Cornell notes ● Close reading ● Dialectical Journals ● Socratic seminar ● Shared inquiry discussions ● Vocabulary Logs **nts analyze visual texts (PSAs, commercials, print ads)**	ic Sites: ● AMERICANRHETORIC.COM ● RHETORIC.BYU.EDU General: ● NYTIMES.COM ● LATIMES.COM ● NEWSELA.COM (Has paired texts/ current events) ● READWORKS.COM (Has paired texts) ● ACTIVELYLEARN.COM ● STUDENTNEWSDAILY.COM Science/Technology: ● SCIENCENEWSFORSTUDENTS.COM ● SCIENCE.COM ● NHSJS.COM (National High School Journal for Science) ● SCIENCEDAILY.COM ● DISCOVERMAGAZINE.COM ● LIVESCIENCE.COM ● DOGNEWS.COM (Lower-level readers) ● SCIENCEWORLD.SCHOLASTIC.COM (lower-level readers) Issues: ● GLOBALISSUES.ORG

		● UN.ORG ● TED.COM ● PEACECORPS.GOV **Careers – Related to text used in unit**
Writing: Preparing to Debate	**Debate:** Students (individuals/pairs/groups) conduct research to create an argument about a modern controversy.	Suggested topics: Science/Technology: ● Should technology companies be required to provide personal data to law enforcement agencies? ● Is playing video games a sport? ● Is it ethical for parents to genetically engineer their potential offspring? ● Is animal testing ethical? ● Is technology hindering social development? ● Space exploration – beneficial to society or the huge amount of money used for this could be better spent on something else? ● Are the benefits of nuclear power worth the potential risks? ● Is social media helpful or harmful? ● Are the benefits of self-driving cars worth the risks? ● Are the benefits of Artificial Intelligence worth the risks? ● Is climate change a natural occurrence or is it a man-made phenomenon? ● Should access to the internet be free for everyone? Global Issues: ● Does the US have more responsibility to curb global warming than other nations? ● Should developed nations be required to accept refugees from war-torn nations? ● Do trade agreements help or hurt national economies? Social Justice:

		• Should the US offer universal, single-payer healthcare? • Is mandatory sentencing effective? • Should the federal (or NJ state) minimum wage be raised? • Should drugs be legalized? • Should the US offer a free college education for citizens? • Should capital punishment be abolished? **Careers – Related to text used in unit**
Speaking/Listening: Engaging in Debate	**Debate:** Students engage in team debates. Classmates evaluate arguments and performance.	Inter-disciplinary Connections: history/ social studies, public speaking **Careers – Related to text used in unit**
Project: Visual Text	**Visual Text:** Students create a visual text (PSA, print ad, infographic) that employs persuasive techniques and rhetorical devices.	Infographic Makers: https://www.canva.com/create/infographics/ https://piktochart.com/ Inter-disciplinary connections: math, business **Careers – Related to text used in unit**
Grammar/Vocabulary:	**Grammar: Sentence Combining (Clauses): Student-Created Lesson Plan:** Students collaborate to create a lesson on types of clauses (independent, dependent; noun, relative, adverbial). Groups deliver lessons to class. **Vocabulary Log:** Students maintain a log of new vocabulary words as they engage in class readings **Vocabulary Stories:** Students use new vocabulary in vocabulary stories	**Grammar:** • **Sentence Combining Activity Book:** https://www.heinemann.com/shared/instructorsManuals/E01046/teachersBooklet.pdf **Sentence Combining Online Exercises:** • http://grammar.ccc.commnet.edu/grammar/combining_skills.htm **Vocabulary Log Samples:** http://www.nytimes.com/learning/teachers/studentactivity/Vocab_Log.pdf http://oregonreadingfirst.uoregon.edu/downloads/instruction/big_five/vocab_logs_aa.pdf http://www.open.edu/openlearncreate/mod/oucontent/view.php?id=57369&section=8.5 **Vocabulary Cartoon Examples:** http://www.lovetolearn.net/files/4312812/uploaded/1793c.png https://www.thinktonight.com/v/vspfiles/assets/images/vocab%20cartoons%20accrue.jpg

	Vocabulary Cartoons: Students create visual images and word associations for new vocabulary words	**Careers – Related to text used in unit**

UNIT 4: Other Genres- Drama, Poetry, Digital Stories, Graphic Novels, Young Adult Literature, etc.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Creators of literary texts use literary techniques and devices to create meaning in their work.	How do authors use literary techniques and poetic devices to develop character, setting, tone, and theme? How do different genres employ devices? How is literature a means of personal expression?

NJSLS ANCHOR STANDARDS	SKILLS Students will be able to: **Progress Indicators for Reading Literature**
Key Ideas and Details **NJSLSA.R1.** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **NJSLSA.R2**. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. **NJSLSA.R3**. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Craft and Structure** **NJSLSA.R4.** Interpret words and phrases as they are used in a text, including determining technical, connotative, and	**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

figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

Technology Standards
TECH.8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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*).

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

Production and Distribution of Writing

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

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

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

Range of Writing

TECH.8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. **21st Century** CAEP.9.2.12.C.1 - [Standard] - Review career goals and determine steps necessary for attainment CAEP.9.2.12.C.3 - [Standard] - Identify transferable career skills and design alternate career plans.	**NJSLSA.W10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

PACING CHART

UNIT: GENRE STUDY

(Drama, Poetry, Digital Stories, Graphic Novels, Young Adult Literature, etc.)

GRADE 10

TIMELINE: 10 weeks

TOPIC	PERFORMANCE TASKS ACTIVITIES PROJECTS ASSESSMENTS	RESOURCES INTERDISCIPLINARY CONNECTIONS
Reading: Analyzing and Evaluating Literature in specific genre	Students read and analyze the characteristics of specific genres. Genres can include: poetry, drama, personal narrative, digital stories, graphic novels, Manga, etc.	Reading Resources: Poetry: www.poets.org Drama: http://www.one-act-plays.com/ Digital Story-telling: http://digitalstorytelling.coe.uh.edu/ https://www.storycenter.org/ Graphic Novels: http://digitaltoolsforteachers.blogspot.com/2011/04/online-comics-and-graphic-novels.html **Careers – Related to text used in unit**
Writing: Crafting Original Texts	Students craft original works in the mode of specific genre studied: poetry, drama, personal narrative, digital stories, graphic novels, Manga, etc. ● Brainstorming ● Think-Pair-Share ● Pre-Writing ● Drafting	**Careers – Related to text used in unit**

	● Peer Editing ● Writing Conferences ● Revising ● Writing workshops ● Grammar mini-lessons	
Speaking/Listening:	**Creative Presentations:** Students will present original work. Suggested presentation modes: ● Poetry slam ● Reader's theater ● Digital story viewing party ● Author's Reading	Technology, drama **Careers – Related to text used in unit**
Project:	**Promotional Campaign:** Students create a marketing campaign to promote their original genre writing (poetry book, one-act play, digital story, etc.) that includes surveying interest, advertising, possible public engagements/appearances, and other promotional activities	Inter-disciplinary Connections: Art, Business, Math **Careers – Related to text used in unit**
Grammar/Vocabulary	**Sentence Correction Lesson Plan:** Students collaborate to create	**Grammar Bytes:** http://www.chompchomp.com/modifiers01/modifiers01.htm

lessons on errors in sentence construction: misplaced modifiers, dangling modifiers, parallel structure errors **Vocabulary Log:** Students maintain a log of new vocabulary words as they engage in class readings **Vocabulary Stories:** Students use new vocabulary in vocabulary stories **Vocabulary Cartoons:** Students create visual images and word associations for new vocabulary words	**Vocabulary Log Samples:** http://www.nytimes.com/learning/teachers/studentactivity/Vocab_Log.pdf http://oregonreadingfirst.uoregon.edu/downloads/instruction/big_five/vocab_logs_aa.pdf http://www.open.edu/openlearncreate/mod/oucontent/view.php?id=57369&section=8.5 **Vocabulary Cartoon Examples:** http://www.lovetolearn.net/files/4312812/uploaded/1793c.png https://www.thinktonight.com/v/vspfiles/assets/images/vocab%20cartoons%20accrue.jpg **Careers – Related to text used in unit**