



Leonia School District

English II

Grade 10

Course Description (121)

Students continue to develop their critical thinking, reading, writing, speaking, and listening capabilities for interpreting literature and informational texts, with an emphasis on the American experience and employability skills. Studying a wide range of genres, fiction and nonfiction, students improve comprehension by close reading and reliance on textual citation as proof. Students frequently write informative/explanatory and argumentative essays. By writing frequently, studying vocabulary and grammar, and mastering the elements of expository writing, students develop essential skills useful throughout their course of studies. All students will complete a research project during the school year.

Pacing Guide

Time Frame	Unit Title
5 weeks (in tandem with Unit 2)	Unit 1: As a Reader 4
*	Unit 2: As a Writer 9
7 weeks	Unit 3: Expository Writing with Fiction 13
7 weeks	Unit 4: Expository Writing with NonFiction 18
5 weeks	Unit 5: Narrative Writing with Fiction 22
5 weeks	Unit 6: Personal Narrative with Nonfiction 26
5 weeks	Unit 7: Shakespeare 30
5 weeks (in tandem with Unit 9)	Unit 8: Research Paper 35
*	Unit 9: Book Clubs 39

Born on:

Board Approved:

Readopted:

Unit 1: As a Reader

Goals/Objectives of Unit:

How to identify textual evidence that demonstrates the author's craft
 How to identify different literary elements
 How to annotate a text
 How to determine the theme of a text
 Identify the theme of a text and explain how an author uses literary devices to establish and develop that theme.
 Identify/analyze how two authors use the same literary elements to demonstrate similar themes.
 Actively participate in oral discussion, using department rubric

Core Instructional Resources/Materials:

"A New England Nun"
 "Hills Like White Elephants"
 "Little Things/ "Popular Mechanics"
 "The Killers"
 "A Clean Well Lighted Place" - honors

NJ-Student Learning Standards:

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.
 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.
 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).
 RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
 SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 SL.9-10.1b. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
 SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 SL.9-10.1d. 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.

Unit 2: As a Writer

Goals/Objectives of Unit:

A thesis should be a one-sentence claim that answers the question posed in the prompt.
 Textual evidence should support the claim written.
 Students will be able to...
 • Determine a theme or central idea of a text
 • Develop a claim about two texts

Core Instructional Resources/Materials:

"A New England Nun"
 "Hills Like White Elephants"
 "Little Things/ "Popular Mechanics"
 "The Killers"
 "A Clean Well Lighted Place" - honors
 "A New England Nun"
 "Hills Like White Elephants"

• Write arguments to support claims • Cite textual evidence to support claims	"The Killers," "Little Things/ "Popular Mechanics" "A Clean Well Lighted Place" = honors
<u>NJ-Student Learning Standards:</u> 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. 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. W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. W.9-10.1b. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. W.9-10.1c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W.9-10.1d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. W.9-10.1e. Provide a concluding paragraph or section that supports the argument presented.	

Unit 3: Expository Writing with Fiction

Goals/Objectives of Unit: How to gather evidence to support a claim. Students will know how to organize their ideas so that readers of an essay will be persuaded. How to compose a thesis statement, use supporting evidence. How to revise to be concise, cutting unnecessary text and rearranging text for greater effect. Strategies for editing drafts. How the use of symbolism strengthens a text. Gather ideas to identify and chose a topic Organize ideas to be compellingly persuasive Use writing as a vehicle for developing thinking. Discuss strategies for getting unstuck. Build writing stamina Discuss strategies for effective timed writing and analyze a prompt Use their knowledge of persuasive writing to write on-demand in a timed setting Identify how an author uses symbolism.	Core Instructional Resources/Materials: Texts Read: <i>The Great Gatsby</i> <i>Cannery Row</i> - honors <i>The Sun Also Rises</i> - honors "The Far and Near" "Winter Dreams"
<u>NJ-Student Learning Standards:</u> 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.	

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.

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.9-10.7. 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).

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

RI.9-10.1 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.

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.

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.

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

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

W.9-10.9b. 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").

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.

Unit 4: Expository Writing with NonFiction

Goals/Objectives of Unit: Students will know the difference between rhetorical appeals and rhetorical devices. Students will know why and how authors use rhetoric. Compare the use of rhetorical appeals/devices present in a famous speech and how it compares to a funeral speech by Antony or Brutus in Julius Caesar. Determine an author's purpose in a text and analyze how an author uses rhetorical devices to advance that purpose. 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. Conduct short research projects to answer a question comparing two speeches.	Core Instructional Resources/Materials: Texts Read: <i>The Tragedy of Othello: The Moor of Venice</i> <i>The Tragedy of Julius Caesar</i> 9/11 Address to the Nation Oprah Winfrey's Eulogy for Rosa Parks Additional speeches and letters
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NJ-Student Learning Standards:

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.

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

W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1b. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9-10.1c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9-10.1d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1e. Provide a concluding paragraph or section that supports the argument presented.

Unit 5: Narrative Writing with Fiction

Goals/Objectives of Unit: Perceive, know, feel and explain one's experiences and re-create reality through the use of story. SWU • what makes effective narrative structure. • how to create characterization. • how to establish a setting. • that writing is a process and that effective writers revise their work. • that a writer uses language carefully.	Core Instructional Resources/Materials: <i>The Catcher in the Rye</i> <i>A Streetcar Named Desire</i> different film versions of <i>A Streetcar Named Desire</i> <i>Blue Jasmine</i>
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Create and animate a character for a short story by answering key questions, discussing and listing character traits.
 Establish and visualize a setting for the story.
 Use a plot pyramid to establish the sequence of events for the story and begin writing each of five parts.
 Study effective dialogue. Read aloud and determine how to revise or create story dialogue.
 Edit stories for publication in a class book or Google Classroom.
 Read and respond to stories published in a class book or Google classroom.

NJ-Student Learning Standards:

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.9-10.9. 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).
 W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 W.9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete and comprehensive piece.
 W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unit 6: Personal Narrative with Nonfiction

Goals/Objectives of Unit:

Past personal experience have value and are significant.
 Decipher which experiences are more relevant than others and which experiences would be useful for growth.
 A variety of skills in which to express themselves using imagery and description.
 The ability to edit the experience so the material is relevant to the reader.
 Brainstorm autobiographical incidents using a timeline and determine a focus for a reflective essay.
 Read and analyze an exemplary reflective essay.
 Use transitions to move logically from one paragraph to the next.
 Utilize all aspects of the writing process to plan, draft and publish a reflective piece.
 Revise drafts for organization, elaboration, and reflection.

Core Instructional Resources/Materials:

The Catcher in the Rye
I was their American Dream: a Graphic Memoir

Excerpts from
 "Repeat After Me" = David Sedaris
The Glass Castle (preview)
Behind the Screen by Jo Ann Beard
Scars - A life in injuries by David Owen
Now We Are Five by David Sedaris

Peer and self-edit. Writer's voice is apparent Adhere of standard conventions of grammar and mechanics	
<u>NJ-Student Learning Standards:</u> 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. 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. W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. W.9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete and comprehensive piece. W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.3a. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	

Unit 7: Shakespeare

Goals/Objectives of Unit: [comedy vs tragedy] The basic elements of drama: script, stage directions, act/scene/line, etc. That meaning is created through the interaction between text, director/actors, and audience Basic plot and character elements of selected dramas Read and comprehend dramas and poems, at grade level text-complexity or above with scaffolding as needed. Initiate and participate effectively in a range of collaborative discussions Make new connections in light of the evidence and reasoning presented. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially. Analyze how complex characters develop over the course of a text interact with other characters and advance the plot or develop the theme	Core Instructional Resources/Materials: Texts Read: The Tragedy of Julius Caesar The Tragedy of Othello, the Moor of Venice different film and stage adaptations
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Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

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.

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.

Conduct short research projects to answer a question comparing two speeches.

NJ-Student Learning Standards:

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.

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.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.

NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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.

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).

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.

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

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

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.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.

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).

Unit 8: Research Paper

Goals/Objectives of Unit: That the purpose of research is to formulate and answer a question. That argumentative writing relies on evidence. That evidence must be used accurately. Formulate and answer a research question. Write a clear and precise claim. Use persuasive and rhetorical strategies. Gather relevant and reliable information.	Core Instructional Resources/Materials: Texts Read: Credible Sources based on a variety of literary criticism, aligned with research questions Additional Resources: Video: plagiarism Power-point: The Research Lens and Questions Internet databases Media Center: print sources, subscription online databases MLA Guidelines - including Purdue Owl website Easy Bib
<u>NJ-Student Learning Standards:</u> W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. W.9-10.1b. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. W.9-10.1d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. W.9-10.1e. Provide a concluding paragraph 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.aph or section that supports the argument presented.	

Unit 9: Book Clubs

Goals/Objectives of Unit: How to prepare for and participate in small group discussion	Core Instructional Resources/Materials: The Curious Incident of the Dog in the Nighttime
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How to ask good questions about a text How to extend a conversation How to use textual evidence to support a claim Initiate and participate effectively in collaborative discussions Come to discussions prepared having read and researched material under study explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful well-reasoned exchange of ideas. Collaborate with peers to set rules for discussions Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas actively incorporate others into the discussion and clarify verify or challenge ideas and conclusions. Respond thoughtfully to various perspectives summarize points of agreement and disagreement and justify own views. Make new connections in light of the evidence and reasoning presented.	Cat on a Hot Tin Roof The Secret Life of Bees Nine Stories The Old Man and the Sea All Quiet on the Western Front A Thousand Splendid Suns The 57 Bus Every Falling Star: the true story of how I survived and escaped North Korea (Fahrenheit 451, Ready Player One, and Animal Farm are also offered to students who did not read them as ninth graders)
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NJ-Student Learning Standards:

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.

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.9-10.9. 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).

RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

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

SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9-10.1b. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9-10.1d. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new

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

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

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

L.9-10.1b. 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.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9-10.4a. 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.

L.9-10.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

L.9-10.4c. 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.

L.9-10.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

L.9-10.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9-10.5b. Analyze nuances in the meaning of words with similar denotations.

General Assessments (may include but not limited to):

Possible Summative Assessment:

- Pre/Post Assessments
- OE Questions (NJSLA Model)
- Written analysis task: Analyzing Writing Techniques, Exploring Character Motivations; graded with a standards based rubric

Performance Based Assessment:

- Socratic Seminar

Optional Daily Assessment:

- Exit ticket/survey (game/web-based: [Kahoot!](#), [Pear Deck](#), [EdPuzzle](#), [Plickers](#), [Quizizz](#), [FlipGrid](#), Google Suite)
- Reflection/self-assessment tool
- Graphic organizers
- Anecdotal notes/teacher observations