Fair Lawn
Public Schools

Fair Lawn, NJ

English 10 CP

August

2017

Aligned to NJSLS 2017
Revised August 2015
Developed August 2013

English 10 CP is a British and World Literature course that was developed by the Fair Lawn English Language Arts Grade 10 Team and **aligned to the Grade 9-10 New Jersey Student Learning Standards**.

British/World Literature

Fair Lawn School District

Committee Credits
Grade 10 English Language Arts Team

Steven Di Iorio

Jed Downey

Gary Pankiewicz, Supervisor

Robert Pierson

English 10 CP

I. Course Synopsis

The English 10 CP curriculum develops reading, writing, speaking, listening, and language acquisition skills aligned with the Grade-Specific (9-10) New Jersey Student Learning Standards for English Language Arts. This curriculum is designed to integrate critical thinking and social reasoning by offering opportunities to speak, read, write, analyze and evaluate events, stories and time periods. Students will utilize these tools to develop greater understanding in both history and literature. As students progress, they continuously examine conceptual strands for conflict,   oppression, and survival. The literature program focuses on British and World authors and stresses both the universal values and the cultural differences found in their works. In addition, these differences will be supported by an introduction to international writers. Essential themes include:

- **The Conflict between Good and Evil / Hero and Monster**
- **Epic Heroes and Satire**
- **The Duality of Human Nature**
- **Destiny and the Spiritual Journey**
- **Social Hierarchy**

Writing, both expository and creative, is stressed; therefore, the purpose of the grammar and the vocabulary aspects of the program is to improve writing skills. Essay assignments are geared to encourage a deeper understanding of the work and to develop critical thinking skills. Structure in the essay and clarity of expression are especially emphasized through the writing process. Assessment methods and scoring guides are consistent with those of PARCC and the SAT.

At the end of his/her sophomore year, the student is expected to know the great movements and writers of British and World literature and to be able to write clearly and purposefully.

II. Philosophy & Rationale

In that literature provides students a lens onto the world, it is the goal of the English Department to provide the students in this course with an understanding of the historical/cultural/social contexts of department-selected essential texts. The curriculum is designed to facilitate conceptual understanding about conflict, heroes, human nature and social hierarchy. Students also will see the importance of literature in the context of societal

complexities and will explore how to connect historical periods with literary materials so they can better understand the interdependent world in which we live.

Sample Essential Questions
- What is the nature of man?
- How does one's appearance reflect his/her place in society?
- Who, or what, controls our destiny?
- What is a monster? What is a hero?
- What is a leader? What are the qualities of a good leader?
- Having surveyed British literature, what are the major movements and how do they reflect the differing views of the nature of man?
- How do the contemporary hero and monster compare to the archetypal hero and monster?
- What are/were the reasons for class distinction in society?
- Does the opportunity for upward mobility exist today?

Students will be expected to think critically about texts by writing text-based narratives, journal reflections, short-constructed responses, and analytical and argument-based claims in timed and processed essays. Ultimately, our aim is for students to develop the skills to fulfill the requirements of the New Jersey Student Learning Standards and, in doing so, gain increased rigorous competence in reading, writing and critical thinking.

Differentiated instruction for students at different levels of achievement and specific learning needs (e.g. special education, English language learners, at-risk and Gifted & Talented) is embedded in targeted scaffolding based on knowledge of each student's interests and assessment data.

A. Reading Scaffolding
Based on research on reading from the past forty years, the Fair Lawn English Department supports the three reading principles reported by Richard Allington (2003). Specifically, 1) students read better when they read more; 2) students learn from their reading when they have consistent opportunities to discuss and write about their reading; and 3) students need explicit instruction in reading comprehension strategies.

Reading More
In addition to curriculum-driven reading activities, independent reading is provided to support the various interests and learning needs of all students. Teachers facilitate student opportunities to read books-of-choice and timely texts as part of classroom

curriculum and instruction. In particular, reading conferences and, at times, project-based assignments foster a meaningful reading experience with differentiated rigor. The following questions support proficient reading reflection:

[A good reader asks…]

• What reading strategies impact comprehension?

• How does what you experience in life impact your interpretation of text?

• What additional perspectives are necessary for an enhanced understanding of the text?

• What parts of the text are most significant? Why?

• What is the author's purpose?

• What do you want to know more about?

• How is the study of academic vocabulary and vocabulary words in texts vocabulary so vital to a rigorous exploration of a text?

Sharing Ideas about Reading

In addition to written discussion and small-group collaboration, the Fair Lawn English Department engages students in purposeful paired discussions to share and process information more effectively. The following process may be used to operationalize "Turn and Talk" (Harvey & Daniels, 2009) as part of the classroom culture.

1. Explain the importance of actively sharing our thinking with a partner.
2. Teach the practice of partner conversation by reading a short text silently and modeling turn-and-talk guidelines. Ask students to notice the following: use eye contact; listen attentively, ask follow-up questions, disagree politely, share connections, and express reactions.
3. In guided practice, ask students to report their noticings. Create a classroom anchor chart that provides expectations for partner conversation. Choose a student-friendly topic and give it a go.
4. Provide consistent opportunities for partner conversations with deliberate student pairings. Whereas some prompts may be open-ended (e.g. What do you wonder about the text?), other prompts may be more specific (e.g. What was the main character's motivation? Or, what is the most important information in the text?)

Explicit Instruction in Reading Strategy

In-class reading of grade-level texts is supported by the application of reading strategies as noted in Harvey Daniels and Nancy Steineke's *Texts and Lessons for Content-Area Reading* (2010), provided to all English department members. Teachers target Tier II words (i.e. high frequency words used across content areas) and Tier III words (content-

specific vocabulary words) and teach the words before they are encountered in the text. Pre-reading, during-reading, and post-reading strategies promote strategic thinking. For example, "Think Aloud" (p. 62), "Pair Reading" (p. 66), and "Text Annotation" (p.41) are explained within model lessons by Daniels and Steineke (2010). One culminating goal is to model proficient reading behaviors such as higher order questioning and an enthusiastic passion for inquiry while gradually releasing this skill work to more strategic-thinking students.

B. Writing Scaffolding

Writing instruction in the Fair Lawn English Department includes a balance of student journaling, open-ended responses, and formative writing assessments. In the end, students complete summative processed and timed writing in designated writing genres. Teachers confer and write specific and individualized feedback to support revision during the writing process.   Students will write on a variety of subjects, in a variety of genres, for a variety of readers.

The following questions support proficient writing reflection [A good writer asks…]:
- Why must the purpose of the writer be determined?
- What makes a piece of writing effective?
- Why is it important to have a cogent thesis statement or arguable claim?
- Why are supporting details essential in argument-based writing?
- How could voice be employed to engage the writer's audience?
- Why is it important, in terms of meaning, to use correct grammar conventions and organizational structure?

Processed Writing Resources:

The *Purdue Online Writing Lab (OWL) web site (http://owl.english.purdue.edu/)* provides explicit writing instruction to foster the writing process: prewriting, drafting, sharing, revising, editing, proofreading, and publishing. Some important teaching points that are detailed on the OWL web site include: an introduction to prewriting, tips for writing a thesis statement, paragraphing in academic writing, and an updated MLA formatting and style guide.

The Partnership for Assessment of Readiness for College and Careers (PARCC) provides PARCC Task Prototypes and New Sample Items for ELA/Literacy. According to the PARCC site: "The samples presented here [on the site] are designed to shine a light on important elements of the CCSS and to show how critical content in the standards may appear in PARCC's next-generation, technology-based assessments."

The PARCC web site provides resources including standards-aligned rubrics for narrative writing and expository writing. These rubrics serve as starting points for teacher-driven writing rubrics that are created with Fair Lawn English students in mind. For example, the Fair Lawn English Department created a common midterm essay exam rubric that delineates a standards-based expectation for literary analysis with explicit expectations for student voice.

Each writing assignment is supported with a clear writing expectation as represented in a writing rubric. The Fair Lawn English Language Arts Department has adopted the following expository essay criteria (posted on the next page) in partnership with the First Year Writing Program at Montclair State University (as published on the Montclair State University First Year Writing web site for students at: http://www.montclair.edu/chss/first-year-writing/first-year-writing-program-students/student-writing-assessment/). Individual teachers may present these standards in slightly different language, and their comments on student work may not address every item on this list.

Fair Lawn English Department Writing Criteria

➢ Central Claim: The central claim (also called thesis or main point) guides both writer and readers. This central claim should be reflected—sometimes directly, sometimes indirectly—in each paragraph of a successful essay. A good central claim is not obvious; it is debatable, worthy of discussion.

➢ Development: A successful essay is rich with examples, evidence, and discussion. The writer develops—substantiates, explains, and illustrates—all of his or her points.

➢ Organization: A successful essay is one that is organized clearly and logically. A well-organized essay provides readers with an engaging opening, well-constructed paragraphs, appropriate transitional cues between paragraphs and sections, and a satisfying ending.

➢ Analysis: A successful essay demonstrates analysis, when the writer is thinking on the page. It consists of the moments when the writer connects evidence to a central claim through logic and careful reflection. Analysis is evident when a writer connects one piece of evidence with a larger phenomenon or theorizes about a specific quality. Analysis is asking and addressing questions. Analysis is discussion.

➢ Clarity of Prose: A successful essay is characterized by clarity of prose, which comes not only from demonstrated mastery of English grammar, usage, and mechanics but also from careful proofreading. Clarity is further enhanced through elegant, well-constructed sentences.

Grade 10- Genre Focus
(The order of the units will be determined by the teacher and the availability of district resources and book rotation.)

1st Marking Period	2nd Marking Period	Midterm	3rd Marking Period	4th Marking Period	Final Exam
Narrative Essay (Processed and Timed)	Literary Analysis Essay (Processed)	Literary Analysis Essay (Timed)	Document-based Essay (to address research in historical, cultural, or social context)	MLA Research Project and Introduction to the College Essay	Expository Essay (Timed)
Personal Narrative and Expository Journal Writing is continuous…					

III. Scope & Sequence

There are four thematic and genre-based units (Units 1-4); the goal is to study each unit within one marking period. Vocabulary, Literary Terms, and Grammar is embedded in each unit.

Important notes about this Scope and Sequence:
- Department collaboration in cultural responsiveness is ongoing. For example, English teachers collaborate on the interests and needs of our students and make an attempt to differentiate our content and process appropriately.
- Teachers may replace one unit with a literature circle/book club or additional independent reading unit that includes individual or small-group reading conferences.
- Teachers share a department Google document of poetry resources that aligns with particular thematic units and/or core texts.

Unit 1: Heroes & Monsters: "Beowulf" and *The Fifth Child*
> What qualities define "good" and "evil"? How have these qualities changed / evolved over time?
> Core Texts: *"Beowulf" by the "Beowulf poet" and The Fifth Child by* Doris Lessing

Unit 2: The Duality of Man (8-10 weeks):
> What is necessary to uphold civilization?
> Core Novel: *Lord of the Flies by William Golding*

Unit 3: Shakespeare and Verse (8-10 weeks):
> In what ways does verse writing communicate meaning differently than prose writing?
> Core Text: *Othello* and "The Rime of the Ancient Mariner"

Unit 4: Portraits of Social Class –   The Canterbury Tales (core)
> What are gender role biases?
> Core Novel: *The Canterbury Tales* by Geoffrey Chaucer or
> *Pride and Prejudice* by Jane Austen (Honors)

Continuous Units (These units are taught throughout the school year):
Unit 5: Vocabulary
1. Assigned vocabulary words from context
2. Define words based on context
3. Apply the vocabulary to students' own writing

Unit 6: Literary Terms

1. Assign literary terms from context
2. Define terms in context
3. Create authentic application of terms

Unit 7: Grammar

1. Understand grammatical terms and concepts
2. Apply these grammatical terms and concepts to their own written and verbal communication

IV. Unit Descriptions

Unit 1: Heroes & Monsters: "Beowulf" and The Fifth Child

Enduring Understanding: To acquire a better understanding of the importance of heroism, courage and camaraderie throughout written history. Additionally, to acquire a better of understanding of the role of "the monster" in literature, how this concept contrasts the concept of "the hero," and how these concepts have shaped, and continue to influence, western thinking.

Essential Questions:
1. What qualities define "good" and "evil"? How have these qualities changed / evolved over time?
2. What is the nature of mankind? (Good. vs. Evil)
3. How has our understanding of "the hero" been shaped (and been changed) by literature? How has our understanding of "the monster" been shaped (and been changed) by literature?

Learning Objectives:
Teachers use New Jersey Student Learning Standards (NJSLS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 9 and 10; teachers will look to the more general anchor standards for guidance. In turn, specific New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive NJSLS are available at: http://www.state.nj.us/education/cccs/2016/ela/g0910.pdf. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides "ELL Scaffolded Student Learning Objectives" at: http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u1.pdf.

Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards

Reading: Literature

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.9-10.7. 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*).

Reading: Informational

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.

Writing

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.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims 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.
- Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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

W.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.

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

Speaking & Listening

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.

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

Technology Standards (http://www.state.nj.us/education/cccs/2014/tech/8.pdf):

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

Career Awareness, Exploration, Preparation Standards
http://www.state.nj.us/education/cccs/2014/career/92.pdf):

- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.9 Identify patterns and investigate relationships.
- 4.6 Describe actions that demonstrate respect for people of different races, ages, religions, ethnicity, and gender.

21st Century Content Standards (http://www.state.nj.us/education/cccs/2014/career/91.pdf):

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

BEOWULF

Timeframe	Sample Objectives	*Activities
2-3 weeks	**Students will be able to:** • To explore and question the themes and imagery that Beowulf raises, and to evaluate their meaning in the text. **(RL.9-10.2)** • To understand and appreciate the Old English language and literary tradition through the story of Beowulf. **(RL.9-10.4)** • To examine the cultural and historical context of Beowulf. **(RI.9-10.1)** • To compare and contrast the social conditions expressed in Beowulf to those of life today. **(RL.9-10.1)** • Characterize the qualities and traits of the epic tradition (storytelling) **(RL.9-10.4)** • Define various forms of literary technique and identify their usage **(RL.9-10.4)** • Identify the ever-present balance of good and evil as suggested by the poem **(RL.9-10.2)** • Identify major themes, characters, plot points, text-to-world connections, and style elements present in the poem **(RL.9-10.5)** • Demonstrate understanding of compositional structure and style **(RL.9-10.1)** • Demonstrate superior reading comprehension of Beowulf **(RL.9-10.5)** • Defend and prove a thesis statement **(W.9-10.4)**	• Jigsaw the Anglo-Saxon History and Culture packet in groups and answer questions about the period related to the reading • Brainstorm the qualities of a monster and compare them to the characteristics of Grendel in the text • Brainstorm the qualities of a hero and compare them to the characteristics of the epic hero • Prove that the poem is an epic by supporting each characteristic of an epic with a textual example • Locate, explain, and defend a chosen image contained in the poem • Locate religious references and/or allusions within the poem to support the evident shift of the culture from pagan to Christian • In groups, participate in a literary "scavenger hunt," identifying specific examples of literary technique • Compose a paragraph explaining how the end of the poem supports the idea that good and evil must always exist and be balanced • Take notes and respond to provided prompt questions while viewing the documentary Clash of the Gods: "Beowulf" • Essay composition • Tests / quizzes • Reading comprehension questions

Supplemental Resources:

- "The Anglo-Saxons: The Emergent Period, 450-1066)" by David Adams Leeming and John Malcolm Brinnin (Elements of Literature textbook)
- Beowulf (Film adaptation, 2007)
- Clash of the Gods: "Beowulf" (History Channel, DVD)

	THE FIFTH CHILD	
Timeframe	**Sample Objectives**	***Activities**
2-3 weeks	**Students will be able to:** • Define the term "gothic" and recognize the gothic elements of the novel **(RL.9-10.5)** • Identify the characters in the novel and their characterization / relationship to other characters **(RL.9-10.3)** • Explain the significance of "tone" in the novel **(RL.9-10.4)** • Identify the climax / turning point of the novel **(RL.9-10.5)** • Identify major symbols of the novel **(RL.9-10.4)** • Defend and prove a thesis statement **(W.9-10.4)** • Make text-to-text connections between the novel and supplemental texts **(RL.9-10.7)** • Identify major conflicts within the text **(RL.9-10.3)** • Identify major themes, characters, plot points, text-to-world connections, and style elements present in the poem **(RL.9-10.2)** • Demonstrate understanding of compositional structure and style **(RL.9-10.1)** • Demonstrate superior reading comprehension of <u>Beowulf</u> **(RL.9-10.5)**	• Take notes on a presentation that defines the term gothic and gothic literature • Complete a Venn diagram comparing / contrasting David and Harriet at the beginning of the novel • Isolate passages in the novel that indicate shifts in tone • Compose a family tree to distinguish all of the characters in the novel • Answer a series of questions comparing the realities of 1970's/80's England to the realities of our society • Identify and list events from the novel that symbolize the Lovatt's quest for happiness • Isolate passages that convey gothic, or horrific, images • Discuss and answer the question, "Why is Harriet's decision to take Ben from the institution the climax of the novel?" • Create a list of textual examples to prove that Ben is the true monster of the novel • Create a list of textual examples to prove that Harriet is the true monster of the novel • List examples from the novel that demonstrate conflicts between Ben and Harriet; Ben and David; Ben and the children; Harriet and David; Harriet / David and their families • Write an analytical essay proving that 1) Ben is the monster of the story, or 2) Harriet is the monster of the story • View *Edward Scissorhands* and log the gothic elements present within the film, and write a comparison paper in response that contrasts the gothic and fairy tale elements of the film. • Essay composition • Tests / quizzes • Reading comprehension questions

Supplemental Resources:

- Edward Scissorhands (Film, 1990)
- "The Story of Thalidomide" (Article, www.thalidomidetrust.org)
- "The Painful Nurturing of Doris Lessing's 'Fifth Child'" by Mervyn Rothstein (Article, New York Times)
- "Thalidomide scandal: 60-year timeline" (Article, The Guardian)

Unit 2: The Duality of Man

Enduring Understanding:

To examine the relationship between nature and nurture as well as the complexity in determining various aspects of humanity. Furthermore, to acquire enduring understanding about the morals and ethics of "playing god" and abuse of power and control in society. Throughout the unit, students will respond in writing and speaking to what they are learning; as they do so, they will learn various rules of grammar/usage and essay writing.

Essential Questions:

- What issues are involved in creating, lengthening, and bettering life?
- What is technology's role in society?
- What is necessary to uphold civilization?
- What connection do language and authority have?

Learning Objectives:

Teachers use New Jersey Student Learning Standards (NJSLS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 10; teachers will look to the more general anchor standards for guidance. In turn, specific New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive NJSLS are available at: http://www.state.nj.us/education/cccs/2016/ela/g0910.pdf. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides "ELL Scaffolded Student Learning Objectives" at: http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u5.pdf

Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards

Reading: Literature

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).

Writing

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.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims 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.
- Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding paragraph or section that supports the argument presented.

W.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.

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

Speaking & Listening

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.

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

Technology Standards (http://www.state.nj.us/education/cccs/2014/tech/8.pdf):

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

Career Awareness, Exploration, Preparation Standards
http://www.state.nj.us/education/cccs/2014/career/92.pdf):

- 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and   completeness.
- 3.9 Identify patterns and investigate relationships.
- 4.6 Describe actions that demonstrate respect for people of different races, ages,   religions, ethnicity, and gender.

21st Century Content Standards (http://www.state.nj.us/education/cccs/2014/career/91.pdf):

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

Lord of the Flies		
Timeframe	**Sample Objectives**	***Activities**
2-3 weeks	**Students will be able to:** • To explore and question the themes and imagery that *LOF* raises, and to evaluate their meaning in the text. • To examine the cultural and historical context of the novel. • Define various forms of literary technique and identify their usage. • Identify major themes, characters, plot points, text-to-world connections, and style elements present in the poem. • To create compelling arguments in defense of your opinion. (gifted and talented) • To understand how themes, symbols and characterization are expressed in novels. (ELL) • To make connections in the novel to present day society. • Demonstrate proficient reading comprehension of <u>Lord of the Flies</u>. (special education)	**Teachers, please see the department Google Drive folder for sample lessons, assessments, essay assignments, benchmark student essays.* • Literary Analysis Essay (teacher's discretion as to the topics) • Freudian Psychology and Leadership Styles Id, Ego, and Super Ego • Milgram Experiment and the Stanford Prison Study http://burklund.weebly.com/lord-of-the-flies.html • Standard quizzes and tests • Survival Test • Create your own Island with Laws • Criminal Justice Juvenile System, accountability and age • Charting Character Evolution http://www.readwritethink.org/classroom-resources/lesson-plans/defining-moments-charting-character-30867.html • Cooperative learning activities • Chapter questions • Vocabulary assessment • Symbolism of the Conch • Debate! Whose side are you on? • PPT on William Golding and LOF

Supplemental Resources:

- Lord of the Flies (Film adaptation, 1990)
- Non-Fiction: Chile miners: Rescued foreman Luis Urzúa's first interview
- Graham Greene's "The Detructors"
- "Stalking Oscar, With Carnage and Mayhem Galore" found online at
  http://www.nytimes.com/learning/teachers/featured_articles/20061208friday.html (one per student)
  "Guernica" by Pablo Picasso (found online at
  http://www.spanisharts.com/reinasofia/picasso.htm
- *The Twilight Zone: "I Shot an Arrow in the Air"*
- Poetry: "I Stood upon a High Place" by Stephen Crane
- "Survivorman" Baer Grylls

Frankenstein

Timeframe	Sample Objectives	*Activities
3-4 weeks	**Students will be able to:** • Recognize the conflict of man vs. nature. (special education) • Explore the author's concept of "monster" and society's reaction to it. • Analyze the role of science, medicine, and technology in society as they relate to how man uses and misuses them to meet his needs. (gifted and talented) • Characterize the vocabulary and traits of the gothic literature. (ELL) • Identify major themes, characters, plot points, text-to-world connections, and style elements present in the story. • Identify and explain the significance of literary symbols, using textual evidence. • Identify the thesis of an argument and supporting arguments. (special education) • Demonstrate understanding of compositional structure and style. • Demonstrate superior reading of the novel.	*Teachers, please see the department Google Drive folder for sample lessons, assessments, essay assignments, benchmark student essays.* • Essay (Dangerous Knowledge) • Morals and Ethics of "Playing God" journals • Create-a-creature project • Standard quizzes and tests • Cooperative learning activities • Chapter questions • Vocabulary assessment • Literary Criticism: *Frankenstein's Dream* Jerrold E. Hogle, University of Arizona http://www.rc.umd.edu/praxis/frankenstein/hogle/hogle.html • *US National Library of Medicine*: Activities related to *Frankenstein* http://www.nlm.nih.gov/frankenstein/education/lessonplans/highschool.html • Gothic Literature PPT: elements of and examples • PPT on Mary Shelly and Frankenstein • Creative writing piece using Gothic conventions

Supplemental Resources:

- *Empathy Through The Eyes of A Creature: A Journey Into Mary Shelley's Frankenstein*
  By Harriet J. Garcia
- *Yale National Initiative*
- <u>Frankenstein</u> (Film adaptation, 1931)
- <u>In Search of the Real Frankenstein</u>: "Decoding the Past" (History Channel, DVD)
- Cartoon Analysis on Fear of Technology: *The Cow Pock-or-the Wonderful Effects of the New Inoculation!*
- *'Through the Wormhole': Nature vs Nurture* Science Channel
- *The Twilight Zone: "*Eye of the Beholder"
- [Romantic Poetry and Transcendentalism](#)

The Strange Case of Dr. Jekyll & Mr. Hyde

Timeframe	Sample Objectives	*Activities
2-3 weeks	**Students will be able to:** Define the characteristics of a novella. (ELL) Identify the themes present within Dr. Jekyll & Mr. Hyde, as well as historical context of the novella. Identify examples of descriptive imagery in a text. Identify and describe tone, using textual evidence. Identify major themes, characters, plot points, text-to-world connections, and style elements present in the novella. Make text-to-text connections between Dr. Jekyll & Mr. Hyde and the poem "Prayer". (gifted and talented) Identify and explain the significance of literary symbols, using textual evidence. Identify the thesis of an argument and supporting arguments. (special education) Apply understanding of Freud's theory of cognitive development to Dr. Jekyll & Mr. Hyde. Demonstrate understanding of compositional structure and style. Make text-to-text connections by comparing thematic elements in primary and secondary texts. Demonstrate superior reading comprehension of *Dr. Jekyll & Mr. Hyde.*	*Teachers, please see the department Google Drive folder for sample lessons, assessments, essay assignments, benchmark student essays.* • Listen to an excerpted passage from the opening chapter of Jekyll & Hyde and write down any description that establishes a clear image. • View the painting "Insane Woman" and tell the story of the subject based on the details expressed in the portrait. Participate in full-class discussions of Dr. Jekyll & Mr. Hyde during, and following completion of, reading Review study guide responses in small groups, comparing answers and reaching consensus on best answers. Isolate passages from Ch. 2-5 that establish a haunting tone; share and discuss shared traits / elements of these passages. • Read the poem "Prayer," aloud, and make text-to-text connections between it and Jekyll & Hyde by answering provided questions. • Consider and explain the meaning / significance of an assigned symbol from the novella (including: fog, doors, mirrors, etc.) • Read the article "Who is Hyde?" and identify the author's thesis and supporting arguments Take notes on a lecture about Freud's theories on cognitive development (id, ego, superego) and apply these elements to Jekyll / Hyde's emotional state • View "The Prestige" and compare the thematic similarities to Jekyll & Hyde • Essay composition • Tests / quizzes • Reading comprehension questions

<u>Supplemental Resources:</u>

- "Who is Hyde?" by Jerome Charyn (Article)
- "Prayer" by Hugo Williams (Poem)
- "Sigmund Freud's Stages of Psyche Development" (Article, www.simplypsychology.org/psyche.html)
- *The Prestige* (Film, 2006)

Unit 3: Shakespeare and Verse: *Othello* and "The Rime of the Ancient Mariner"

Enduring Understanding: To acquire an understanding that writing takes many forms, and that the style, structure, and choice of words within a text serve to reflect and reveal the values, beliefs, and thoughts of a society. Additionally, to acquire a better understanding of Shakespeare's contributions to the English language and the literary canon.

Essential Questions:
1. How does the use of verse writing impact / influence our understanding of a text?
2. How does verse reflect the values and behaviors of a society?
3. In what ways does verse writing communicate meaning differently than prose writing?

Learning Objectives:

Teachers use New Jersey Student Learning Standards (NJSLS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 11 and 12; teachers will look to the more general anchor standards for guidance. In turn, specific New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive NJSLS are available at: http://www.state.nj.us/education/cccs/2016/ela/g0910.pdf. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides "ELL Scaffolded Student Learning Objectives" at: http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/1112u5.pdf.

Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards

Reading: Literature

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.9-10.7. 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*).

Reading: Informational

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.

Writing

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.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims 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.
- Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding paragraph or section that supports the argument presented.

W.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.

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

Speaking & Listening

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.

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

Technology Standards (http://www.state.nj.us/education/cccs/2014/tech/8.pdf):

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software
- 8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

Career Awareness, Exploration, Preparation Standards
http://www.state.nj.us/education/cccs/2014/career/92.pdf):

- 2.6 Access and assess information on specific topics using both technological (e.g., computer,
- telephone, satellite) and print resources available in libraries or media centers.
- 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- 3.9 Identify patterns and investigate relationships.
- 4.6 Describe actions that demonstrate respect for people of different races,
- ages, religions, ethnicity, and gender.

21st Century Content Standards (http://www.state.nj.us/education/cccs/2014/career/91.pdf):

- 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- 9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.

OTHELLO		
Timeframe	**Sample Objectives**	***Activities**
4-5 Weeks	**Students will be able to:** • Evaluate the validity of the debate over William Shakespeare's true identity **(RI.9-10.1)** • Identify the qualities that make Shakespeare's work intimidating / frustrating as well as engaging / rewarding **(RI.9-10.3)** • Identify the objectives / "wants" of the play's primary characters **(RL.9-10.3)** • Analyze / interpret quotations from the play and explain their significance **(RL.9-10.1)** • Identify the difference between the concepts of "transparency" and "secrecy" **(RL.9-10.2)** • Identify parts of a story arc, and define climax / turning point **(RL.9-10.5)** • Define falling action and identify examples in the text **(RL.9-10.5)** • Support the existence of various thematic elements in Othello **(RL.9-10.2)** • Identify appropriate textual examples in defense of a thesis **(W.9-10.1)** • Compare and contrast the written text of Othello with a recorded performance of select	• Read the article "Doubt About Will" and answer provided reading questions • Discuss personal reactions to the work of William Shakespeare; analyze the reasons that the work is often seen as intimidating / frustrating and engaging / rewarding (including language, verse style, plot, etc.) • List the objective / "want" of each of the primary characters and compare / contrast opinions in full-class discussion • Paraphrase excerpted passages from Act 1 and compare / contrast responses in full-class discussion • Read the NYT article, "How Iago Explains the World," and distinguish the difference between "transparency" and "secrecy" • List examples of the ways in which Iago's behavior is reflected in modern-day politics and pop-culture • Hypothesize on the play's turning point by writing their guesses and sharing them as part of full-class discussion • Fill-in a sample story arc worksheet with the identified turning point and relevant examples of rising action • Answer high-level questions in regard to an assigned theme, find supporting textual evidence to defend the theme, and provide an analysis of how the example supports the theme (in groups). • Participate in a "classroom museum walk" in which students share textual examples related to a variety of provided thesis statements and gather relevant details about each • Essay composition

scenes **(RL.9-10.7)** • Make text-to-world connections between thematic elements in the play and "real world" events **(RL.9-10.6)** • Make connections with the text to their own lives through exploring issues of racism and jealousy in *Othello*. **(RL.9-10.6)** • Demonstrate full comprehension of <u>Othello</u> in regard to story, theme, character, etc. **(RL.9-10.1)**	• Tests / quizzes • Reading comprehension questions • Student performance / dramatic reading of selected scenes in formal and informal classroom settings

<u>Supplemental Resources:</u>

- <u>Shakespeare Uncovered</u>: "Othello" (PBS documentary)
- <u>Othello</u> (Royal Shakespeare Company, CD)
- "How Iago Explains the World" by Lee Siegel (Article, <u>New York Times</u>)
- "Declaration of Reasonable Doubt About the Identity of William Shakespeare" (Article, www.doubtaboutwill.org)
- "Race and Othello on Film" by Laura Reitz-Wilson. (Article, docs.lib.purdue.edu /clcweb/vol6/iss1/10)

"THE RIME OF THE ANCIENT MARINER"		
Timeframe	**Sample Objectives**	***Activities**
1-2 Weeks	**Students will be able to:**Identify the writing style of Samuel Taylor Coleridge and pertinent biographical information about the author **(RL.9-10.4)** • Define meter and rhyme and apply their understanding of the terms **(RL.9-10.4)** • Identify the symbolic significance of an albatross being hung around one's neck **(RL.9-10.1)** • Identify a variety of literary techniques contained within the poem **(RL.9-10.4)** • Infer the meaning / significance of symbols contained within the poem **(RL.9-10.1)** • Identify major themes, characters, plot points, text-to-world connections, and style elements present in the poem **(RL.9-10.2)** • Make text-to-world connections specific to the prevalence of modern "albatrosses" **(RL.9-10.6)** • Compare the events of "Rime" to the ongoing Japanese whale-hunts **(RI.9-10.2)** • Demonstrate full comprehension of "Rime" in regard to story, theme, character, etc. **(RL.9-10.1)**	• Define meter and rhyme and identify examples of both in sample-lines from the poem • Read parts of the poem aloud and answer guided discussion questions as a class, addressing comprehension, etc. • Complete a literary technique scavenger hunt, related to the first several parts of the poem, in groups • Take notes on a lecture about symbols and themes within "Rime" • Isolate lines from the poem that support the various themes discussed • Isolate and passages that discuss the sun and moon and analyze their significance to the events of the story. • Read provided articles on Japanese whale hunting and answer questions that compare/contrast the information to the poem. • Student performance / dramatic reading of selected scenes in formal and informal classroom settings • Compose an essay that considers the significance / role of the albatross in contemporary society by identifying and analyzing modern "albatrosses" • Tests / quizzes • Reading comprehension questions

Supplemental Resources:
- "Why Japan's Whale Hunt Continues" by Toko Sekeguchi (<u>Time Magazine</u> article)
- "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge (text and supplemental materials) (www.poetryfoundation.org/poem/173253#poem)
- "Japan Finally Comes Clean – The Don't Kill Whales for 'Science'" by David Kirby (TakePart.com article)

Technology Standards (http://www.state.nj.us/education/cccs/2014/tech/8.pdf):
- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software
- 8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

Career Awareness, Exploration, Preparation Standards
http://www.state.nj.us/education/cccs/2014/career/92.pdf):
- ✓ 2.6 Access and assess information on specific topics using both technological (e.g., computer,
- ✓ telephone, satellite) and print resources available in libraries or media centers.
- ✓ 2.7 Use technology and other tools to solve problems, collect data, and make decisions.
- ✓ 3.8 Organize, synthesize, and evaluate information for appropriateness and completeness.
- ✓ 3.9 Identify patterns and investigate relationships.
- ✓ 4.6 Describe actions that demonstrate respect for people of different races,
- ✓ ages, religions, ethnicity, and gender.

21st Century Content Standards (http://www.state.nj.us/education/cccs/2014/career/91.pdf):
- ✓ 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.
- ✓ 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- ✓ 9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.

Unit 4: Portraits of Social Class – *The Canterbury Tales* **(core)**

Pride and Prejudice **(honors)**

Enduring Understanding:

To better perceive how stereotypes and archetypes help us to make sense of our world by enabling us to predict how people will behave. To examine works touched by political events in the world or by major literary trends of the day. The focus is on themes of social class, middle class manners, gender issues, courtship and marriage, all of which come together.

Essential Questions:

- If we compare and contrast the social conditions expressed in this unit and of life today, what similarities and differences would we discover?

- What are gender role biases?

- How is our understanding of culture and society constructed through and by language?
- How does literature reveal the values of a given culture or time period?
- How are these works relevant to society today? Does time truly change bias?
- How does the development of the English language reflect a changing British culture?

Learning Objectives:

Teachers use New Jersey Student Learning Standards (NJSLS) to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 10; teachers will look to the more general anchor standards for guidance. In turn, specific New Jersey Student Learning Standards have been designated as learning targets for this unit. The comprehensive are available at: http://www.state.nj.us/education/cccs/2016/ela/g0910.pdf. Sample learning objectives are posted below the standards-aligned learning targets in each unit. The NJDOE model curriculum provides "ELL Scaffolded Student Learning Objectives" at: http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/910u5.pdf

Learning Targets Aligned to Grade-Specific New Jersey Student Learning Standards

Reading: Literature

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).

Writing

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

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

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

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

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

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

W.9-10.4. 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.

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

Speaking & Listening

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

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

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

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

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

Technology Standards (http://www.state.nj.us/education/cccs/2014/tech/8.pdf):

- 8.1.12.A.2 Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software

Career Awareness, Exploration, Preparation Standards
http://www.state.nj.us/education/cccs/2014/career/92.pdf):

    ✓ 2.6 Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.

    ✓ 2.7 Use technology and other tools to solve problems, collect data, and make decisions.

    ✓ 3.8 Organize, synthesize, and evaluate information for appropriateness and   completeness.

    ✓ 3.9 Identify patterns and investigate relationships.

    ✓ 4.6 Describe actions that demonstrate respect for people of different races, ages,   religions, ethnicity, and gender.

21st Century Content Standards (http://www.state.nj.us/education/cccs/2014/career/91.pdf):

    ✓ 9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

    ✓ 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

The Canterbury Tales		
Timeframe	Sample Objectives	*Activities
3-4 weeks	Students will be able to: • Explain how the historical context in which a work was written influences the work. • Describe elements of Middle English that still remain in Modern English. • Evaluate and classify characters by stereotype and archetype. • To examine the cultural and historical context of the novel. • Define various forms of literary technique and identify their usage. (ELL) • Identify major themes, characters, plot points, text-to-world connections, and style elements present in the poem. • To create compelling arguments in defense of your opinion. (gifted and talented) • To understand how themes, symbols and characterization are expressed in novels. • To make connections in the novel to present day society. • Demonstrate proficient reading comprehension and speaking out loud skills. (special education)	*Teachers, please see the department Google Drive folder for sample lessons, assessments, essay assignments, benchmark student essays.* • Middle English Translations • Group research essays and presentations based on the following: 1) Medieval Cathedral 2) Crusades, Knights and the Code of Chivalry 3) King Arthur and the Knights of the Round Table 4) Medieval art and music 5) The Black Death • Plot quizzes based on tale selection • PPT on Canterbury Tales and Middle English • Reading aloud in class and class conversation to ensure understanding of motifs, themes, and the overall message/moral of the text. Cooperative learning activities • *7 Deadly Sins Scavenger Hunt* http://www.pbs.org/newshour/extra/lessons_plans/seven-deadly-sins-art-scavenger-hunt/ • Chapter questions • Comparison Essay on any 2 tales • Vocabulary assessment • Summative test • Cover design artistic activity • Create a Tale of your choice in the style of one of the authors

Supplemental Resources:

- *A Knight's Tale* film (2001)
- Excerpts from *A Canterbury Tale (1944)*
- *The Twilight Zone:* various tales
- Documentary: *Culture and the Making of Medieval English* Literature by Emily Steiner, University of Pennsylvania
- Online Literary Criticism Collection (choice based on the tales you read in class) http://www.ipl.org/div/litcrit/bin/litcrit.out.pl?ti=can-92

Pride and Prejudice

Timeframe	Sample Objectives	*Activities
3-4 weeks	**Students will be able to:** • Demonstrate understanding of satire present in Pride and Prejudice. • Discuss and write about aspects of early 19th-century British culture that pertain to Pride and Prejudice, particularly those that pertain to women's issues. (gifted and talented) • Demonstrate an understanding of the language used in early 19th-century England and how it relates to contemporary English. (ELL) • Identify major themes, characters, plot points, text-to-world connections, and style elements present in the story. (special education) • To create compelling arguments in defense of your opinion. • Identify gender roles. • Formulate opinions on gender bias observations. • To understand how themes, symbols and characterization are expressed in novels. • To make connections in the novel to present day society. • Demonstrate proficient reading comprehension and speaking out loud skills.	*Teachers, please see the department Google Drive folder for sample lessons, assessments, essay assignments, benchmark student essays.* • Analysis of conduct books for women. http://jasa.com.au/what-can-a-woman-do/ • Standard quizzes and tests • Character Analysis essay • Review Satire • Cooperative learning activities • Collage activity based on themes and symbols • Chapter questions • Vocabulary assessment • PPT on Jane Austen and necessary background information on culture and customs of romance during this time period. • Have students in groups teach the class a few chapters. • Dance lessons! https://janeaustensworld.wordpress.com/2010/06/28/dancing-at-the-netherfield-ball-pride-and-prejudice/ • Frequent reading checks based on at home reading assignments for homework • Translating language from Austen's *Pride and Prejudice* into contemporary English • Elizabeth vs. Caroline debate • Social Hierarchy The *NY Times* activity http://learning.blogs.nytimes.com/2005/05/20/social-motion/ • Various journals • Write the worst marriage proposal • Examine satire and the use of Mr. Collins. Journal and discuss what points Austen is trying to convey through his character. • Can be paired with viewing *Wuthering Heights* (PBS 2009)

Supplemental Resources:

- *"Community and Cognition in Pride and Prejudice"*
  William Deresiewicz
  https://muse.jhu.edu/login?auth=0&type=summary&url=/journals/elh/v064/64.2deresiewicz.html
- "Courting the Victorian Woman"
  Michelle J. Hoppe
  http://www.literary-liaisons.com/article009.html
- "Happy the Lab'rer" poem by Jane Austen
- Film *Pride & Prejudice* (2005)
- *Portrait of a Lady* by Henry James
- Further information on instruction can be found here http://www-tc.pbs.org/wgbh/masterpiece/austen/austen_teachersguide.pdf

V. Course Materials

<u>Core (Required) Texts</u>
Novels:

- *Canterbury Tales* by Geoffrey Chaucer

- *Beowulf*

- *Frankenstein* by Mary Shelley

- *Dr. Jekyll and Mr. Hyde* by Robert Louis Stevenson

- *Lord of the Flies* by William Golding

- *Othello* by William Shakespeare

- *Sadlier Vocabulary Workshop Common Core Enriched Edition, Level E*

VI. Assessments

Formative Assessments

- Vocabulary Practice
- Anecdotal Notes on Partner, Small-Group, and Whole-Group Discussion
- Socratic Class Discussion / Lecture Notes / Participation
- Journal Prompts – with Double Entry Journals
- Essay Drafts
- Reading Comprehension Quizzes with Reading Checks for Annotation and/or Notes
- Pretests

Summative Assessments

- Vocabulary Quizzes
- Processed Essays: Personal Narrative, Narrative, Literary Analysis, Document-based Analysis
- Unit Tests
- Timed Essays: Personal Narrative, Narrative, Literary Analysis, Document-based Analysis
- MLA Research Paper
- Independent Reading Project
- Projects
- Presentations

VII. **Interdisciplinary Connections and Alignment to Technology standards**

English/Social Studies

Based on English and Social Studies Department collaboration, the following topics have been identified across the American Literature and US History II curricula:
- Civil Rights
- Class Separation/Division
- Education System
- Poor/Wealthy
- Gates/Koch Brothers
- Ferguson

In turn, integrated lesson work has been created based on the essential question:
- How is our American culture shaped by socioeconomic class distinction?

English/Media Arts
- Students choose books for independent reading projects in collaboration with the high school media specialist.

- Technology-based process supports the construction of the MLA-research paper. This includes a media-driven lesson on acceptable academic sources and computer-based production of a formal research paper.

- The 10th grade English and Social Studies partner for an integrated activity to be completed in marking period 4 of the school year.

  Topics: Gender, Reform, Social Movements

  U.S. History I teachers will conduct an activity with students involving a primary source analysis of the Declaration of Sentiments drafted at the first Women's Rights Convention in Seneca Falls, N.Y. in 1848. Essential question: How did women of the nineteenth century use a national document of independence dating from the eighteenth century to make their argument for equal rights?

  Soon after this project is completed in U.S. History I classes, English 10 teachers will explore a contemporary article that examines the continuing struggle for gender equality, like the wage gap or traditional gender roles. They will be able to draw from the information that students studied in their history class.

Essential question: How has the struggle for gender equality evolved from the Seneca Falls Convention in 1848 through the present day.

Here are links to interesting articles from the PEW Research Center:
- on gender roles: http://www.pewsocialtrends.org/2012/04/19/a-gender-reversal-on-career-aspirations/
- on the decline of marriage and the rise of new families: http://www.pewsocialtrends.org/2010/11/18/the-decline-of-marriage-and-rise-of-new-families/
- on women in the workplace: http://www.pewsocialtrends.org/2013/12/11/10-findings-about-women-in-the-workplace/
- and on the wage gap for millennial women: http://www.pewsocialtrends.org/2013/12/11/on-pay-gap-millennial-women-near-parity-for-now/