



West Windsor-Plainsboro
Regional School District
Language Arts II College Prep (CP)
Revised July 2021

Language Arts II College Prep (CP)

Introduction

Language Arts II CP is a disciplined curricula intended for the college-bound tenth grade student interested in the critical examination of literary and informational texts as a means to discovering, discussing, and synthesizing various genres in American Literature. Throughout the course, students will contemplate the development and idiosyncrasies of the American voice as distinctive, unique, and reflective of the history, cultures, and values of our diverse and dynamic nation.

The course is designed to instruct students, using the New Jersey Student Learning Standards for English Language Arts and the 21st Century Competencies, through a broad spectrum of classic and contemporary works, both fictional and informational, that are organized into three interconnected units that parallel the primary modes of writing: narrative, informational, and argumentative. These units provide examples of texts for developing proficiency in the Reading Standards for both Literature and Informational Texts. To align with larger district goals of student choice and self-directed learning, all reading units will incorporate student choice through student-selected texts for independent reading and collaborative, small group book clubs.

Students will learn to write with a focused purpose, to consider their audience, and to utilize the writing process and proper conventions of language, as described and discerned by the New Jersey Writing Standards. Students will write in a variety of styles and forms, including argumentative, narrative and informational/explanatory modes, in order to expand their awareness of writing. Further, the incorporation of the Collins Writing program will provide students the opportunity to engage in both formal and informal writing tasks that will work to develop differentiated student focus correction areas and provide an environment where writing becomes a low-risk, daily practice as well as a formalized and publishable final assessment. These writing tasks will include, but are not limited to: quick writes, diagnostic writing, text-based responses, self-reflections, peer reviews, writer's workshop draft writing, and analytical and creative writings.

Students will also work to develop their communicative skills by participating in an effective range of collaborative discussions, including: one-on-one partner discussions, small group student-led discussions, and teacher-led discussions. The students will have the opportunity to present information with visual or audio materials, building their ability to utilize current technology apropos to audience and to become innovative and technology-literate 21st century learners.

The main units of the course are:

- 1) *The American Dream: The Ideal Imagined, Conjured, and Invoked* in which students will analyze the concept of the American Dream through many “own-voice” texts of Native, Black, Immigrant, and White Americans.
- 2) *The Pursuit of the American Dream* where students will continue to explore the American Dream, in particular, the cost of pursuing it. This unit explores social justice issues and draws on a wide variety of informational and non-fiction texts.
- 3) *The American Dream Revisited and Reimagined - “Classic” Literature* which brings the course to a close by having students re-examine the original concept of the American Dream as presented in classic American literary works.

Integrated Units:

The two units at the end of this guide are “integrated” units, meaning the concepts and skills in these units are embedded in the other units.

The “Choice Reading” Integrated Unit emphasizes the importance of choice in building an authentic and meaningful reading life.

The “Language Skills” Integrated Unit focuses on the power of grammar and vocabulary.

In all of the units, students will learn to read, write, listen, and speak with a purpose and to construct meaning based on the lenses they bring to any given “text” - ones they read, hear, view, write, and speak themselves.

Unit One The American Dream: The Ideal Imagined, Conjured, and Invoked	
Content Area: Language Arts	
Course & Grade Level: Language Arts II	
Summary & Rationale	
<p><i>"We tell stories in order to affirm our being and our place in the scheme of things."</i> --N. Scott Momaday</p> <p><i>"I have spent my life judging the distance between American reality and the American dream."</i> --Bruce Springsteen</p> <p>Unit One explores how our American identity is shaped by our enduring belief in the American Dream. James Truslow Adams defines the American Dream in his 1931 bestseller <i>The Epic of America</i> as "a dream of a social order in which each man and each woman shall be able to attain to the fullest stature of which they are innately capable, and be recognized by others for what they are, regardless of the fortuitous circumstances of birth or position." By reflecting upon diverse American voices from the past and present in this unit, students will explore how the power of the ideal expressed in dreams and narratives could have an actual influence in our everyday reality: our political and personal identity. At the end of this unit, students will gain a deeper understanding and appreciation of how narratives address important psychological, social, and societal issues thereby encouraging students to become active citizens.</p>	
Recommended Pacing	
45 days, approximately	

New Jersey Student Learning Standards for English Language Arts

Reading

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*).

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).

Writing

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

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

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

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

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

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

Speaking and 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.

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

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

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

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

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

Conventions of Standard English

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

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

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

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

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

C. Spell correctly.

Knowledge of Language

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

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

Vocabulary Acquisition and Use

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

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

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

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

New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

New Jersey Student Learning Standards for 21st Century Life and Careers

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

New Jersey Student Learning Standards for Technology

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Instructional Focus

Unit Enduring Understandings

- America is made up of diverse voices from the past and the present.
- The power of the ideal, as expressed in narratives, influences political and personal identity.
- It is important to understand and appreciate how narratives address important psychological, social, and societal issues in order to become informed and active citizens.

Unit Essential Questions

- What is the American Dream?
- How was the American Dream defined in the past? How has this definition changed?
- How does the American Dream shape and influence your identity or worldview?
- In what ways did the founding of the United States of America “other”, dehumanize, and deny personhood to indigenous peoples?
- Is the American Dream relevant to indigenous communities?
- In what ways do Native Americans see themselves in the larger fabric of the American story?
- What roles do property and citizenship rights play in being able to achieve the American Dream?
- In what ways do indigenous communities’ ideas about property contrast with those of settler colonialism and early American identity?
 - How do Native American peoples’ ideas about property contrast with those of early Americans?

Suggested Objectives

Students will know:

- how to apply the fundamental skills for critical analysis of literature, film, and drama.
- how to define and apply literary terms.

Students will be able to:

- Utilize author craft to support student voice.
- research and prepare for discussions/Socratic circles.
- analyze a writer's style and use of literary devices through close reading.
- use prewriting strategies to organize an essay, a creative writing piece, a project, and/or a presentation.
- determine essential information while listening to presentations, speakers, lectures, and other media.
- identify literary and stylistic devices in various works for the purpose of greater understanding.
- differentiate between summary and analysis.
- critically analyze a poem.
- evaluate point of view.
- analyze perspectives.
- recognize the impact of different literary genres.

Evidence of Learning**Assessment**

- write a choice piece to showcase and present student voice (Common Assessment 1)
- illustrate a theme of a text read in class by showing how that theme relates to contemporary social issues
- analyze the ways in which authors use literary and/or rhetorical devices to enhance meaning

Resources

Core Texts (American Dream: Imagined, Conjured, and Invoked)

Introductory Texts: The Dream Imagined (Read all)

"A Quilt of a Country" by Anna Quindlen

Background essay on What is the American Dream?

"Letters from an American Farmer" by J. Hector St. John de Crevecoeur (suggested for Honors)

The Declaration of Independence and The United States Constitution (to introduce the American Dream and its core ideals. Example: "We hold these truths to be self evident, that all men are created equal...")

Apology to Native Peoples (2009)

Mentor Texts: The Dream in Conflict

There, There by Tommy Orange, Native American (selections/all)

Terminology

Jeremiad Form of Rhetoric

Choice Alternate Texts: The Dream Invoked (Choose at least one per category)

Native American Voices

"An Indian's Looking-Glass for the White Man" by William Apess (essay)

"America, I Sing You Back" by Allison Adelle Hedge Coke (poem)

"Indian Names" by Lydia Huntley Sigourney (poem)

"Whereas" by Layli Long Soldier (poem)

Black Voices

"What, to a Slave, is the Fourth of July?" by Frederick Douglass (speech)

"Ain't I a Woman" by Sojourner Truth (speech)

"Let America Be America Again" Langston Hughes (poem)

Immigrant Voices

"America and I" by Anzia Yezierska (1923)(essay)

"A Chinaman's Chance: Reflections on the American Dream" by Eric Liu (essay)

"Things We Carry on the Sea" by Wang Ping (poem)

"Translation for Mamá" by Richard Blanco (poem)

White Voices

"I Hear America Singing" by Walt Whitman

"Give Me Liberty or Give Me Death" by Patrick Henry

"Are Women Persons?" by Susan B. Anthony

"Plymouth Rock and the Pilgrims" by Mark Twain

"The New Colossus" by Emma Lazarus

Additional Supplemental Texts

Native American Voices

Speech to the Osages by Chief Tecumseh

"The Becoming of the Native: Man in America Before Columbus" by N. Scott Momaday (essay)

"Blue Highways" by William Least Heat-Moon

"Nationhood" by Laura Da' (poem)

"They Don't Love You Like I Love You" by Natalie Diaz (poem)

Black Voices

The Narrative of the Life of Frederick Douglass by Frederick Douglass (autobiography)

The Interesting Narrative of the Life of Olaudah Equiano by Olaudah Equiano (autobiography)

"On Being Brought From Africa to America" by Phillis Wheatley

The Souls of Black Folk by W.E.B. DuBois

- 1 example

"America" Claude McKay (poem)

"People" Jean Toomer (poem)

"My Country Tis of Thee" by W.E.B DuBois (poem)

"King of the Bingo Game" by Ralph Ellison (short story)

"Together, You Can Redeem the Soul of Our Nation" by John Lewis

"How it feels to be Colored Me" by Zora Neale Hurston (essay)

Immigrant Voices

"The Two Gene Takahashis" by David Halberstam (article)

"Dothead" Amit Majmudar (poem)

"The Son from America" by Isaac Bashevis Singer (short story)

White Voices

"Paradox and Dream" by John Steinbeck (essay)

The Unsettling of America by Wendell Berry (essay; Chapter One suggested)

"Dreams of a City on a Hill" by John Winthrop

The Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson (1682) (autobiography)

"Of Plymouth Plantation" by William Bradford (history/biography)

"The Way to Wealth" by Benjamin Franklin (essay)

"Sinners in the Hands of an Angry God" by Jonathan Edwards (sermon)

"Benito Cerano" by Herman Melville (novella)

"The Gettysburg Address" by Abraham Lincoln (speech)

"The Declaration of Sentiments" by Elizabeth Cady Stanton (speech)

"The Solitude of Self" by Elizabeth Cady Stanton

"Disgraceful Persecution of a Boy" by Mark Twain (article)

"The Words That Remade America" by Gary Wills (essay)

Unit Two The Pursuit of the American Dream
Content Area: Language Arts
Course & Grade Level: Language Arts II
Summary & Rationale
<p><i>"Give me your tired, your poor,/ Your huddled masses yearning to breathe free,/ The wretched refuse of your teeming shore." --Emma Lazarus</i></p> <p><i>"Ordinary people with extraordinary vision can redeem the soul of America by getting in what I call good trouble, necessary trouble." --John Lewis</i></p> <p>Unit Two confronts the Dream discussed in Unit One by examining marginalized American voices. In this unit, we will grapple with the hidden cost of achieving the American Dream: assimilation, segregation, slavery, and education, in addition to the financial cost. Students will cultivate a domestic awareness of social issues and identify the common threads that define the universality of the human condition. In addition, by investigating the social, political, and historical influences that have shaped modern society, students will gain an understanding of the problems humanity faces on a national scale.</p>
Recommended Pacing
45 days, approximately
New Jersey Student Learning Standards for English Language Arts
Reading Literature <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p>

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*).

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).

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

Reading Informational Text

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.

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

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

1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
5. 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.

6. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Speaking and 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.

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

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

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

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

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

New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

New Jersey Student Learning Standards for 21st Century Life and Careers

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

New Jersey Student Learning Standards for Technology

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Instructional Focus
Unit Enduring Understandings
<ul style="list-style-type: none"> ● Effective readers consider ways to bridge new information with what they already know and understand. ● Effective readers consider how new information can work to shape and change the world around them. ● Effective readers consider how various purposes for a text (e.g. inform, critique, challenge) create additional meaning within a text. ● Effective researchers are information literate (e.g. they choose relevant and credible information, evaluate sources, and synthesize information). ● Effective researchers know how to present information in a responsible and cohesive manner.
Unit Essential Questions: <ul style="list-style-type: none"> ● Is it possible to achieve the American Dream? ● What factors may contribute to or limit one's ability to achieve the American Dream?
Suggested Objectives
<p>Students will know:</p> <ul style="list-style-type: none"> ● how to apply the fundamental skills for critical analysis of literature, film and drama. ● how to apply the fundamental skills for reading informational text. ● how to communicate ideas using persuasion, comparison, and research. <p>Students will be able to:</p> <ul style="list-style-type: none"> ● determine essential information while listening to presentations, speakers, lectures, and/or other media. ● analyze perspectives. ● use logic to support ideas.

Evidence of Learning	
Assessment	
<ul style="list-style-type: none"> • Synthesize texts to argue a claim. • Read a variety of passages and then respond to the author's' views, making connections to previous readings, observations, and/or experiences • Use close reading strategies to identify the central idea(s) of informational texts • Use documentaries to cultivate awareness of domestic issues (poverty, race, . . .) • Cite textual evidence to support claims using MLA format • Develop claim(s) and counterclaim(s) in a balanced and thorough way • Common Assessment 2 	
Resources	
Unit: The Pursuit of Equality and Equity: Political, Social, and Economic Issues Introductory Texts (read and view all listed below): On Inequality and Inequity in America (Race and Class) "Self-Reliance" by Ralph Waldo Emerson "On the Duty of Civil Disobedience" by Henry David Thoreau "A Story of Assimilation Told in Perfect English: a young Vietnamese refugee studied his new language until it was scrutable at last" by De Tran	

Unit Three	
The American Dream Revisited and Reimagined - "Classic" Literature	
Content Area: Language Arts	
Course & Grade Level: Language Arts II	
Summary & Rationale	
<p><i>"Sometimes, you have to look back in order to understand the things that lie ahead." Yvonne Woon</i></p> <p><i>"Disassembling a myth--like destroying any refuge--is painful for everybody. Those who have used it are forced to live dangerously, protected loosely and only by skin. Those who have never needed it themselves miss its familiar place in the minds of those who did. Those who would destroy it are frequently trapped in the rubble of their destruction." --Toni Morrison</i></p>	

Unit Three invites students to critically re-examine the original American Dream as presented in the classic American literary canon by using their previous understandings developed in Units One and Two. After revising these classic texts, students will be asked to reimagine the American Dream with a modern perspective.

Recommended Pacing

90 days, approximately

New Jersey Student Learning State Standards for English Language Arts

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*).

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).

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

Reading Informational Text

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.

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

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

1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
5. 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.
6. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Speaking and 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.

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

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

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

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

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

New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

New Jersey Student Learning Standards for 21st Century Life and Careers

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

New Jersey Student Learning Standards for Technology

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Instructional Focus

Unit Enduring Understandings

- Reading about the past informs the present and the future.
- Multicultural texts cultivate domestic awareness and promote tolerance and acceptance of others.
- Effective communicators and practical problem solvers evaluate and appreciate a multitude of perspectives and positions on an issue to develop, support and defend an argument/claim.
- Effective writers evaluate the different positions and perspectives of an issue before taking a stance.
- When developing an argument, effective writers acknowledge counterclaims.
- Effective readers and writers consider various lenses (e.g. domestic, culturally, critical, personnel) to make meaning from text.

Unit Essential Questions

- How has the American Dream been challenged by marginalized voices?
- Is it possible to reimagine the American Dream to incorporate other marginalized American voices?

Suggested Objectives

Students will be able to:

- Write an argumentative essay using the writing process.
- Analyze text in a written persuasive piece and cite evidence from the text to support their response.
- Analyze a writer's style and use of literary devices through close reading.
- Participate in small group literature discussions in order to generate ideas for writing an analytical essay.
- Identify and explain the effectiveness of literary and stylistic devices in various works.
- Succinctly summarize and paraphrase a literary selection.

Evidence of Learning

Assessment

- Craft an analytical response that cites strong and thorough textual evidence to support their analysis of the texts they are reading.
- Common Assessment 3

Resources

Core Texts

Introductory Text: Developing the American Voice in Literature

"Voices of a Nation" Brenda Wineapple

On Reading Classics (full or excerpts, choose at least one)

Playing in the Dark by Toni Morrison

"Why Read the Classics?" by Italo Calvino

Why Read? By Mark Edmundson

Choice American Classics to Revisit (choose at least two)

Novels (full or excerpts)

The Catcher in the Rye by J.D. Salinger

The Scarlet Letter by Nathaniel Hawthorne

The Great Gatsby by F. Scott Fitzgerald

Red Badge of Courage by Stephan Crane

A Farewell to Arms by Ernest Hemingway

The Adventures of Huckleberry Finn by Mark Twain (if taught, must be done so with particular attention and sensitivity to racist portrayals of characters and racism of the time)

Integrated Unit - Choice Reading	
Content Area: Language Arts	
Course & Grade Level: Departmental	
Summary & Rationale	
<p>Research abounds on how being a successful, lifelong reader improves vocabulary, enhances writing skills, increases success on tests, and prepares students for college and careers.</p> <p>The choice reading component of the high school Language Arts program, which begins with summer reading and continues throughout the school year via book talks, conferences, and presentations, encourages the behaviors of successful, lifelong readers by having students dedicate time to reading, successfully self-select reading material, and share books and their reading experiences with other readers.</p> <p>In addition, choice reading provides readers with what Kelly Gallagher calls “imaginative rehearsals” for the real world, which helps people become wiser, more knowledgeable, empathetic human beings.</p> <p>Note, the WW-P High School Language Arts department uses a “blended” model for reading instruction that combines “choice” texts with classic, more complex mentor texts.</p> <p>See resources below.</p>	
Recommended Pacing	
Ongoing throughout the school year	
New Jersey Student Learning Standards for English Language Arts	
<p>Reading Literature</p> <p>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.</p> <p>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.</p>	

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*).

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).

Reading Informational Text

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.

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

Speaking and 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.

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

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

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

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

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

New Jersey Student Learning Standards for Reading History and Social Studies

RH.9-10.1. Accurately cite strong and thorough textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

New Jersey Student Learning Standards for Reading Science and Technical Subjects

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.6. Determine the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

New Jersey Student Learning Standards for 21st Century Life and Careers

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP12. Work productively in teams while using cultural global competence.

New Jersey Student Learning Standards for Technology

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Instructional Focus

Enduring Understanding

Lifelong readers dedicate time to read, successfully self-select reading material, share books with other readers, engage in discourse about their reading, and develop an on-going reading plan.

Essential Questions:

- How do we interact and think about text meta-cognitively?
- How do we develop “theories” about characters, themes, plot, etc.?
- How do we follow an argument in a text?
- How does reading develop or change our thinking?
- How do we effectively support ideas with textual evidence?
- How do we follow the rules of collegial discussion?
- Why is it valuable to pose questions that propel conversations, respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify our own views to make new connections in light of evidence and reasoning?
- How does reading about the past inform the present and the future?

Suggested Objectives

Students will know:

- how to read closely.
- why literature and texts are meaningful.
- how to speak and listen to others about literature and texts.
- why it is important that we should speak and listen to others about literature and texts.
- how to write about literature and texts.

Evidence of Learning

Assessment

Teacher-student conferences, book talks, Socratic Seminars, Padlet activities, Group work, Presentations, Literary essays, Reflective Journals, etc.

Resources

Student selected independent reading and book club books

Choice reading curriculum documents

- Common Sense Education Review
- Goodreads in the high school classroom
- Goodreads Edutopia

Professional Resources:

Gallagher, Kelly, and Richard L. Allington. *Readicide*. Portland, Me.: Stenhouse, 2009. Gallagher,

Gordon, Berit. *No More Fake Reading: Merging the Classics with Independent Reading to Create Joyful, Lifelong Readers*. Thousand Oaks, CA: Corwin Publishers, 2017.

Kittle, Penny. *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers*. Portsmouth, NH: Heinemann, 2013.

Miller, Donalyn. *The Book Whisperer: Awakening the Inner Reader in Every Child*. San Francisco, CA: Jossey-Bass, 2009.

Articles:

https://www.washingtonpost.com/news/answer-sheet/wp/2013/11/14/getting-kids-to-read-the-5-key-habits-of-lifelong-readers/?utm_term=.910e76f9a70c

<http://www.sdkrashen.com/content/articles/singapore.pdf>

Integrated Unit - Developing Language Skills

Content Area: Language Arts

Course & Grade Level: Departmental

Summary & Rationale

As indicated in the New Jersey Student Learning Standards, in order: “to build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.” The WW-P High School Language Arts curricula support this standard for language development.

(From the NJDOE NJSLS for Language)

Recommended Pacing

Ongoing throughout the school year

New Jersey Student Learning Standards for English Language Arts

Conventions of Standard English

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

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

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

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

Knowledge of Language

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

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

Vocabulary Acquisition and Use

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

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

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

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

New Jersey Student Learning Standards for 21st Century Life and Careers

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

New Jersey Student Learning Standards for Technology

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Students will

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- understand how language functions and make effective choices for meaning or style.
- determine or clarify the meaning of unknown words and phrases by using multiple resources and background knowledge gained from reading and listening
- demonstrate understanding of word relationships and nuances in language.
- acquire and use a range of general academic and domain-specific words and phrases in speaking and writing.

Evidence of Learning
Assessment
FCA work in writing assignments Informal and formal writing assignments
Resources
Ehrenworth, Mary. <i>The Power of Grammar</i> . Portsmouth, NH: Heinemann, 2005. Beck, Isabel, et. al., <i>Bringing Words to Life: Robust Vocabulary Instruction</i> . New York, NY: The Guilford Press, 2013. The Collins Writing Program (FCAs) http://collinsed.com/approach/

