

Kenilworth Public Schools

Curriculum Guide

Content Area: English
Grade: 10
BOE Approved: 10/15/2013

Revision Date: May 2023
Submitted by: Paul Weinstein
BOE Revision Approved: 6/12/23

English Two Scope and Sequence

Grade Level: Tenth

2022-2023

Unit 1- Literary Analysis Through the Study of Multiple Perspectives	Unit 2- Justice and Ethics and the Narrative Form	Unit 3- Examining Coming of Age Through Argumentative Writing and Book Clubs	Unit 4- Research and Different Cultural Experiences Presented Through the Graphic Novel
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Weeks 1-8	Weeks 9-18	Weeks 19-28	Weeks 29-38
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<p><i>Unit Description:</i></p> <p>This unit will focus on having student analyze how literature can present multiple perspectives of different events, leading to students' understanding of how one's point of view of a situation makes a difference in how we understand a character.</p> <p>The unit will be centered around the close reading of a major piece of literature, with a specific focus on characterization and theme.</p>	<p><i>Unit Description:</i></p> <p>This unit will focus on the themes of justice and ethics in literature. During this unit, students will be asked to evaluate their own beliefs about justice and right vs. wrong and apply them to a major piece of literature.</p> <p>The ideas of literary analysis from the previous unit will be expanded upon in Unit 2, with a greater focus on the writer's craft and usage of various literary techniques (imagery,</p>	<p><i>Unit Description:</i></p> <p>This unit focuses on a topic that is closely connected to the students within the course, as they are at an age where they are formulating their individual mindsets and maturing. Through the study of literature in which the main characters experience their own comings of age, the students will be able to evaluate themselves and how they are maturing.</p> <p>This unit will focus on reading a non-fiction memoir as well as taking part in a book club centered around different novels whose main theme is</p>	<p><i>Unit Description:</i></p> <p>In this unit, students will expand upon their knowledge of research from Grade 9 in order to formulate a major research paper. Explored in this unit will be the evaluation of sources, objectivity vs. bias, the difference between quoting, paraphrasing, and summarizing, and how to synthesize various sources to support a thesis.</p> <p>Alongside their research, students will also apply their skills to the study of literature that presents different cultural</p>
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The studying of the text will lead into the students composing an extended literary analysis essay.

figurative language, dialogue, symbolism, etc.). Within this unit, students will compose a narrative that is a continuation of the ending of the literary work they are studying.

coming of age. The unit will culminate in an argumentative essay that examines the ideas of change and maturity.

perspectives and points of view.

<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Analyze character development over time ● Interpret differences between perspectives of similar events ● Define literary terms such as imagery, point of view, and symbolism. ● Consider the significance of repeated elements, themes, and symbols ● Formulate different interpretations of author's intentions ● revise the content of their piece of writing ● edit, where they make changes to the mechanics of their writing 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Analyze character motivation ● Identify and analyze ethical vs. unethical decisions ● Interpret multiple possible outcomes of a situation in order to decide the fairest option ● create realistic conversations using dialogue ● use sensory details and figurative language to describe things. ● choose precise nouns and vivid verbs, a variety of sentence lengths, transitional words and phrases ● revise the content of their piece of writing ● edit, where they make changes to the mechanics of their writing 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● make arguments about causes of one's maturity ● Interact with graphic organizers to transfer skills from anchor-text work to book club ● establish discussion norms and practice questioning and discussion strategies amongst peers ● Participate in both informal and formal discussion with both book club and full class ● Develop solid, supported arguments and counterarguments/refutations ● revise the content of their piece of writing ● edit, where they make changes to the mechanics of their writing 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Evaluate the validity and usability of a source ● Differentiate between biased and unbiased writing ● Implement signal phrases into their writing as a means of citing sources ● Utilize quotation, paraphrase, and summary to support a claim ● Synthesize various sources within a paragraph to support a point of view ● Compose a properly formatted Works Cited page using MLA format ● Compare and contrast American culture with a different culture ● revise the content of their piece of writing ● edit, where they make changes to the mechanics of their writing
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Class Name: English Two

Grade Level: Tenth Grade

Revision Date: 2022-2023

Unit & Title: Unit One, Literary Analysis Through the Study of Multiple Perspectives

Pacing/Days: 8 Weeks

Unit Summary: This unit will focus on having student analyze how literature can present multiple perspectives of different events, leading to students' understanding of how one's point of view of a situation makes a difference in how we understand a character.

The unit will be centered around the close reading of a major piece of literature, with a specific focus on characterization and theme. The studying of the text will lead into the students composing an extended literary analysis essay.

Learning Targets

Unit Big Idea: Understanding that people can have multiple perspectives about the same issue will lead to greater empathy for those around them.

Unit Enduring Understandings:

- How authors use point of view and narrative voice to influence readers' interpretation
- Authors make subtle changes in their styles in order to show different narrative perspectives
- Looking deeply into a piece of literature offers an opportunity for students to gain a greater understanding of the author's intentions and the theme of a work.

Unit Essential Questions:

- How does an understanding of multiple perspectives allow readers to develop a more complex perspective of a situation?
- What changes do writers make in their styles in order to show different perspectives within a piece of literature?
- How can an understanding of multiple points of view provide readers with greater insights into events/relationships from their own lives?

Student Learning Targets:

Students will be able to...

- Analyze character development over time
- Interpret differences between perspectives of similar events
- Define literary terms such as imagery, point of view, and symbolism.

Evidence of Learning:

- Summative Assessment (literary analysis writing workshop assignment/book-related project)
- Formative Assessments (assessing learning on each mini-unit and parts of the writing process)
- Readers Notebook

- Consider the significance of repeated elements, themes, and symbols
- Formulate different interpretations of author's intentions
- revise the content of their piece of writing
- edit, where they make changes to the mechanics of their writing

- Graphic Organizers

Unit Summative Assessment:

Literary Analysis Assignment: Students will compose character analysis based on the major piece of literature the class has studied. Students may choose from the following three options:

- ❖ Choose one character from the novel. What are the three most important traits the character displays in the novel and how do the character's traits impact the character him/herself or someone else in the novel? Each paragraph will focus on a different character trait.
- ❖ Choose two characters from the novel and decide whether they are more similar or different. Based on your decision, you will either write two paragraphs about similarities and one about a difference, or two about differences or one about a similarity.
- ❖ Choose one character from the novel and explain how the character changes over the course of the novel. In this essay, the first paragraph will describe the character at the beginning of the novel; the second will describe how the character begins to change; and the third paragraph will show how the character's change is completed.

The essay will be graded based on the following criteria:

- Introduction that includes a thoughtful hook, a transition to the main topic, and a clear thesis
- Body paragraphs that follow the CEES format (Claim, Elaboration, Evidence, Support, Significance)
- The use of strong evidence from the literature
- A conclusion that sums up the main point without being repetitive
- The usage of proper citations/works cited page

Other unit assessments:

Found Poem – students choose a theme from the literature and use the words of the author to create an original poem that expresses the theme.

Vocabulary study

Reading assessments

Webquest to introduce concepts/themes of literature

TQE (Thoughts, Questions, Epiphanies) discussions

New Jersey State Learning Standards

NJSLS Standards:

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

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.

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.9-10.5. 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.9-10.4. 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.9-10.6. 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.

Career Readiness, Life Literacies, and Key Skills (CLKS):

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

Primary Interdisciplinary Connections: (Use Font: Times, Size:12, Not Bold) (List content areas and standards)

Social Studies:

6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.

Computer Science and Design Thinking Standards: (Use Font: Times, Size:12, Not Bold) (List the standards to show integration, all K-12 curricula)

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

<i>Teaching Points & Learning Activities</i>	<i>Timeframe</i>
Introduce Literature via surveys, discussions, supplemental literature (stories, poems) and Webquest	1 week
Literature Study – students should be reading every day. Some reading may be done in-class as well. Daily activities will be used to ensure and assess understanding, including any of the following: <ul style="list-style-type: none">➤ Reading quizzes➤ Vocabulary in context➤ Groups analysis of literary techniques➤ Creative writing in character voices➤ Mini lessons on narration, style, figurative language, tone, and theme➤ Group/Whole class➤ TQE discussions<ul style="list-style-type: none">➤ Visual organizers and character maps	3-4 weeks

<p>Literary Analysis</p> <ul style="list-style-type: none"> ➤ Begin with a review of literary analysis and what students remember from English 1. ➤ Provide mini-lessons in all of the following: <ul style="list-style-type: none"> Engaging openings Bridges to specific topics Thesis statements CEESS format – Strong claims; elaboration; introductions to evidence; short, solid quotations; support - line of reasoning/connection between evidence and claim; significance – why does their analysis matter Conclusion paragraphs that avoid repetition Ending a conclusion with a thoughtful closing Citations/Works Cited page Sample paragraphs for students to evaluate ➤ Allow time for in-class drafting of essay 	<p>3 weeks</p>
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<i>Teacher Resources & Student Tools</i>	<i>Teacher Note</i>
<p>Major literary works:</p> <p><i>After the First Death</i> by Robert Cormier <i>A Raisin in the Sun</i> by Lorraine Hansberry</p> <p>Short works:</p> <p>Stories:</p> <p>“Fat and Thin” by Anton Chekhov “A Woman on a Roof” by Doris Lessing “No One’s a Mystery” by Elizabeth Tallant</p> <p>Poetry:</p> <p>“Harlem” by Langston Hughes</p>	

**Differentiating Instruction:
Students with Disabilities, English Language Learners, and
Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations

• Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace and content of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit & Title: Unit Two, Justice and Ethics and the Narrative Form**Pacing/Days:** 9 Weeks

Unit Summary: This unit will focus on the themes of justice and ethics in literature. During this unit, students will be asked to evaluate their own beliefs about justice and right vs. wrong and apply them to different pieces of literature.

The ideas of literary analysis from the previous unit will be expanded upon in Unit 2, with a greater focus on the writer's craft and usage of various literary techniques (imagery, figurative language, dialogue, symbolism, etc.). Within this unit, students will compose a narrative that is a continuation of the ending of the literary work they are studying.

Learning Targets

Unit Big Idea: Understanding what an ethical decision means in different circumstances requires both looking within and understanding the actions and reactions of others.

Unit Enduring Understandings:

- Deciding between an ethical/unethical decision can sometimes be difficult, but the ethical decision should always win out.
- How to see the effects of our decisions on others
- How to differentiate between just and unjust outcomes

Unit Essential Questions:

- What is the difference between an ethical and unethical choice?
- How do our decisions impact not only ourselves, but others as well?
- How does ethical decision-making connect to ideas of justice?

Student Learning Targets:

Students will be able to...

- establish discussion norms and practice questioning and discussion strategies amongst peers
- differentiate between ethical and unethical behaviors
- make arguments about what it means to receive justice
- Maintain a readers' notebook with dialectical journaling methods on a variety of topics:
 - theme

Evidence of Learning:

- Summative Assessments (narrative continuation of novel; creative choice project)
- Formative Assessments (shorter and extended writing prompts, research assignment)
- Readers notebook
- Informal and formal discussions

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| <ul style="list-style-type: none">o symbolismo character development | |
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Unit Summative Assessments:

Narrative writing assignment:

Students will write a continuation of the end of a novel/play. They will need to apply their understanding of the characters and themes of the literature in order to write a continuation that fits with the author's intentions and ideas. Students will be assessed on the following skills:

- Understanding of character and theme
- Ability to develop a complete plot that expresses a theme
- Usage of literary techniques and devices, such as dialogue, figurative language, imagery
- Execution of clear and coherent writing

Student choice projects: [project 1](#) [project 2](#)

Literary [Tic-Tac-Toe](#)

Other assessments:

Vocabulary study

Reading assessments

Webquest to introduce concepts/themes of literature

TQE (Thoughts, Questions, Epiphanies) discussions

New Jersey State Learning Standards

NJSLS Standards:

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

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 inferences drawn from the text, 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.

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

W.9-10.4. 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.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Career Readiness, Life Literacies, and Key Skills (CLKS):

9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.

9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

Primary Interdisciplinary Connections: (Use Font: Times, Size:12, Not Bold) (List content areas and standards)

Social Studies:

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.

Computer Science and Design Thinking Standards: (Use Font: Times, Size:12, Not Bold)
(List the standards to show integration, all K-12 curricula)

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Climate Change Standards:

<https://www.nj.gov/education/standards/climate/learning/gradeband/index.shtml>

6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation and new forms of energy brought about social, economic and cultural changes in the world.

Lesson Plans	
<i>Teaching Points & Learning Activities</i>	<i>Timeframe</i>
<p>This unit will involve two shorter pieces of literature</p> <p>Introduce Literature via surveys, discussions, supplemental literature (stories, poems) and Webquest</p> <p>Literature Study – students should be reading every day. Some reading may be done in-class as well. Daily activities will be used to ensure and assess understanding, including any of the following:</p> <ul style="list-style-type: none"> ➤ Reading quizzes ➤ Vocabulary in context ➤ Annotation of passages ➤ Groups analysis of literary techniques ➤ Creative writing in character voices ➤ Mini lessons on narration, style, figurative language, tone, and theme ➤ Group/Whole class discussions ➤ TQE discussions <p>Literature study will culminate in a creative project for which students will have options in order to show their understanding of the literature</p>	<p>3 weeks prior to narrative writing and 3 weeks after</p>

<p>Narrative Writing Unit</p> <ul style="list-style-type: none"> - Review elements of fiction writing – plot, character, setting, point of view, dialogue, narrative devices (simile, metaphor, personification, imagery, hyperbole, etc.) - Track these devices through the piece of literature we have just finished - Have students plan out their continuation narrative – students will choose a point of view, setting, and storyline and plan each out completely before drafting - Students work with each other to peer edit and revise 	<p>3 weeks</p>
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<i>Teacher Resources & Student Tools</i>	<i>Teacher Note</i>
<p>Major Works:</p> <p><i>Of Mice and Men</i> by John Steinbeck <i>12 Angry Men</i> by Reginald Rose <i>Anthem</i> by Ayn Rand</p> <p>Shorter Works:</p> <p>“The Lady or the Tiger?” by Frank Stockton “Bread” by Margaret Atwood “Button, Button” by Richard Matheson “To a Mouse” by Robert Burns “One of these Days” by Gabriel Garcia Marquez</p>	

**Differentiating Instruction:
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Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
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Examples of Strategies and Practices that Support Gifted & Talented Students:

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Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit & Title: Unit Three, Examining Coming of Age Through Argumentative Writing and Book Clubs

Pacing/Days: 11 Weeks

Unit Summary: This unit focuses on a topic that is closely connected to the students within the course, as they are at an age where they are formulating their individual mindsets and maturing. Through the study of literature in which the main characters experience their own comings of age, the students will be able to evaluate themselves and how they are maturing.

This unit will focus on reading a non-fiction memoir as well as taking part in a book club centered around different novels whose main theme is coming of age. The unit will culminate in an argumentative essay that examines the ideas of change and maturity.

Learning Targets

Unit Big Idea: The society in which you live influences your personality, behavior, interests, and reactions to situations.

Unit Enduring Understandings:

- Authors provide insights about common human experiences, thoughts, and feelings through fictional characters.
- Maturity only happens through learning based on your choices and experiences.
- The path towards coming of age has many ups and downs, and the decisions along the way affect not only you, but others as well.
- Maturity only happens if we want it to happen.
- There is not one way that one can achieve maturity; it all depends on a person's mindset and background.

Unit Essential Questions:

- What is the relationship between fictional characters and our own everyday lives?
- How do we know when we have achieved maturity?
- What stepping stones do people experience on the road to maturity?
- How can positive and negative experiences impact one's maturity?
- What factors are most important in a person becoming a mature adult?

Student Learning Targets:

Students will be able to...

- Identify and explain the traits of maturity
- Analyze people/characters in order to understand their paths to maturity
- Interact with graphic organizers to transfer skills from anchor-text work to book club
- Participate in both informal and formal discussion with both book club and full class
- Create arguments about which factors are most important on the road to maturity

Evidence of Learning:

- Summative Assessment (argumentative essay/book-related projects)
- Formative Assessments (assessing learning on each mini-unit and parts of the writing process)
- Reader's Notebook
- Graphic Organizers
- TQE Discussions

Unit Summative Assessments:

[Argumentative Essay](#) – After reading *Discovering Wes Moore*, students will compose an argumentative essay about what the most important factors for a person to achieve maturity are.

The essay will include:

- An engaging introduction
- Body paragraphs containing strong reasoning and evidence
- Counterarguments and refutations
- Rhetorical appeals (ethos, pathos, logos)
- Specific evidence from a variety of sources (including *Discovering Wes Moore*)
- A thoughtful conclusion that connects the students' ideas to the world as a whole.

Other assessments:

[One-pager](#)

[Book Club Group Project 1](#) – Beautiful Sentences

[Book Club Group Project 2](#) – Playlist

[Book Club Individual Project](#) – Bento Box

TQE Discussion Log

Vocabulary Study

Reading Assessments

Webquests

New Jersey State Learning Standards

NJSLS Standards:

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

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 inferences drawn from the text, including determining where the text leaves matters uncertain.

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

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

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

W.9-10.4. 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.)

Career Readiness, Life Literacies, and Key Skills (CLKS):

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Computer Science and Design Thinking Standards:

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Lesson Plans	
<i>Teaching Points & Learning Activities</i>	<i>Timeframe</i>
Discovering Wes Moore Introduce Literature via a discussion of privilege (analysis of a comic strip “On a Plate”), anticipation guide, and video trailer Literature Study – students should be reading every day. Some reading may be done in-class as well. Daily activities will be used to ensure and assess understanding, including any of the following:	3-4 weeks

- Reading quizzes
- Vocabulary in context
- Annotation of passages
- Groups analysis of literary techniques
- Creative writing in character voices
- Mini lessons on narration, style, figurative language, tone, and theme
- Group/Whole class discussions
- TQE discussions

Supplement TQE discussions with videos related to:

[Rhodes Scholars](#)

[Valley Forge Military Academy](#)

[Paratroopers](#)

[Apartheid](#)

[Interview with Wes Moore](#)

Literature study will culminate in a creative project (One-Pager)

Discovering Wes Moore will provide some evidence for the unit on argumentative writing and the writing of an essay on how a person matures (see above).

3 weeks

Book Club

4-5 weeks

Using *Discovering Wes Moore* as an anchor text, students will read a book of their choosing that also deals with the themes of maturity and coming of age. Each group will be responsible for deciding how many pages to read each week (divided over four weeks of class).

Weekly activities aligned with the due dates for reading will be assigned to each group, along with mini-lessons related to literary technique and theme. Activities may include the following:

- Passage/quote analysis
- Social media creation for main characters
- Character personality quiz and analysis
- Traditional/Silent discussions

Book club unit will culminate in two projects: a group project ([option 1](#) and/or [option 2](#)) and one individual [project](#).

<i>Teacher Resources & Student Tools</i>	<i>Teacher Note</i>
<p><i>Discovering Wes Moore</i> by Wes Moore</p> <p>Book Club Choices:</p> <ul style="list-style-type: none"> - <i>I am Not Your Perfect Mexican Daughter</i> by Erika Sanchez - <i>The Perks of Being a Wallflower</i> by Stephen Chbosky - <i>Biggie</i> by Derek E. Sullivan - <i>Field Guide to the North American Teenager</i> by Ben Phillipe - <i>The Truth About Forever</i> by Sarah Dessen 	<p>Book clubs should ideally be around 4-5 people.</p> <p>Make sure to coordinate with other English 2 teachers about timing to ensure enough copies are available.</p>



**Differentiating Instruction:
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Gifted & Talented Students**

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Unit & Title: Unit Four, Research and Different Cultural Experiences Presented Through the Graphic Novel**Pacing/Days:** 9 Weeks

Unit Summary: In this unit, students will expand upon their knowledge of research from Grade 9 in order to formulate a major research paper. Explored in this unit will be the evaluation of sources, objectivity vs. bias, the difference between quoting, paraphrasing, and summarizing, and how to synthesize various sources to support a thesis.

Alongside their research, students will also apply their skills to the study of literature that presents different cultural perspectives and points of view.

Learning Targets

Unit Big Idea: Studying and interpreting reputable sources is a key towards understanding people of different backgrounds than the one you have.

Unit Enduring Understandings:

- Research is a process that takes time, evaluation, and reevaluation to complete properly.
- All usage of sources must be cited whether you are directly quoting, paraphrasing, or summarizing.
- In order to properly synthesize sources into a well-written paper, students must base the paper on their own ideas and use the research to support them.
- After researching people of various cultures, it is clear that we are more alike than different.

Unit Essential Questions:

- What is the process by which a person can fully research and report on a topic?
- How do you properly utilize sources within a research paper without plagiarizing?
- How do you turn your research into a polished paper that shows your own ideas about the subject?
- What similarities exist between people despite the country or culture they are raised in?

Student Learning Targets:

Students will be able to...

- Show how a source is credible/uncredible
- Utilize online databases in their research
- Properly cite research using signal phrases/parenthetical citations
- Directly quote, paraphrase, and summarize research within a paragraph of a research paper
- Create a properly-formatted works cited page and title page in MLA format
- Analyze similarities and differences between cultures

Evidence of Learning:

- Summative Assessment (Research Paper)
- Finding of varied and reputable sources
- Notetaking on sources
- Drafting of paper
- Individual and group projects
- TQE discussions

Unit Summative Assessment: Research Paper

The research paper for grade 10 may be informative or argumentative.

For an informative research paper, students choose an organization that is listed in the back of the Discovering Wes Moore text in order to research it and explain its importance to society. See [here](#).

For an argumentative research paper, students choose a controversial topic from a provided list and support their personal points of view on the topic in question. See [here](#).

No matter the topic, the following must be evident in the final research paper:

- 1) Ability to use reputable and varied sources, including online databases
- 2) Incorporation of direct quotations, paraphrases, and summaries of research in order to support a thesis
- 3) Proper citation of all usage of research, preferably using signal phrases
- 4) Works Cited and title pages that follow MLA format

Other assessments:

[Blackout Poetry](#)

[Body Biography/Persona Poem](#)

TQE Discussion Log

Vocabulary Study

Reading Assessments

Webquests

New Jersey State Learning Standards

NJSLS Standards: (Use Font: Times, Size:12, Not Bold) (List the standards for the subject area)

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).

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the

relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

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

Career Readiness, Life Literacies, and Key Skills (CLKS):

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)

9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Primary Interdisciplinary Connections: 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts.

1.4.12acc.Cr1a: Investigate historical and cultural conventions and their impact on the visual composition of devised or scripted theatre work

Computer Science and Design Thinking Standards:

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Lesson Plans	
<i>Teaching Points & Learning Activities</i>	<i>Timeframe</i>
Introduce the Research Process via a Digital Escape Room	2 days
Evaluating Sources/Using Online Databases Topics to cover: <ul style="list-style-type: none"> • Differences between News, Satire, Opinion, Fake News • Websites to check on information and bias (Snopes, Allsides) • Process for evaluation of sources (CRAAP test) • Tour of school's online databases and how to utilize them in research 	3 days
Finding sources/taking notes <ul style="list-style-type: none"> • Using teacher-provided note sheets, students will take notes on the different topics that are required for the assignment and keep track of the sources from which the notes came 	3-4 days
Incorporating Sources Topics to cover: <ul style="list-style-type: none"> • Definitions and differences among quotes, paraphrases, and summaries • Proper citation in MLA format using signal phrases/parenthetical citations • Explanation of times when quoting is acceptable • Examples and practice with paraphrasing • Examples and practice with summarizing • Steps for turning research into research paper paragraphs 	3-4 days
Drafting of paper	4-5 days
Steps for creating the Works Cited page and title page, with examples	1-2 days
Revising and publishing	

<p>Cultural Differences Graphic Novel Unit</p> <p>Students will read a graphic novel of their choosing (from teacher-supplied choices) dealing with people from different cultures. Each group will be responsible for deciding how many pages to read each week (divided over four weeks of class).</p> <p>Alongside the reading of the beginning of the graphic novel, each group will do research into the culture of the novel's main character.</p> <p>Weekly activities aligned with the due dates for reading will be assigned to each group, along with mini-lessons related to an understanding of different cultures. Activities may include the following:</p> <ul style="list-style-type: none"> - Passage/quote analysis - Social media creation for main characters - Venn diagram comparing cultures <p>Traditional/Silent discussions</p> <p>Unit will culminate in a group/individual project (see choices above)</p>	<p>4-5 days</p> <p>4 weeks</p>
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<i>Teacher Resources & Student Tools</i>	<i>Teacher Note</i>
<p>Major Works:</p> <p><i>Persepolis</i> by Marjane Satrapi</p> <p><i>I Was Their American Dream</i> by Malaka Gharib</p> <p><i>They Called Us Enemy</i> by George Takei</p> <p><i>American Born Chinese</i> by Gene Luen Yang</p> <p><i>Honor Girl</i> by Maggie Thrash</p>	<p>Coordinate with other English 2 teachers in order to ensure that enough copies are available.</p>

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