

Hillsborough Township Public Schools
Grade 10 Honors
English

Unit	Essential Questions	Enduring Understandings	NJSLSA Anchor Standards	Progress Indicators	Learning Targets	Common Assessments (Formative & Summative)	Interdisciplinary Connections	21 st Century Connections
MP1 Units 1&2 -Puritanism 2 Weeks -Romanticism 8 weeks	What do good readers do?	Effective readers use a variety of strategies to make sense of key ideas and details presented in a text.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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.	SWBAT: Select strong textual evidence to support analyses of text and make inference about text in both oral and written responses.	Formative -Large class and small group discussion - Close readings of text and note-taking - Comprehension and Analysis questions - Short writes/ responses - Group work - Informal Presentations	6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights. .	CRP4. Communicate clearly and effectively and with reason.
	How do authors' choices affect the reader?	Readers analyze texts based on the clues given by an author through style, word choice, and text development.	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective	Locate the theme and follow its development throughout the text.		6.2.12.B.2.a Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.	CRP11. Use technology to enhance productivity.
	How do authors' use of persuasive appeals and rhetorical devices strengthen their position?	Persuasive appeals and rhetorical devices enhance the author's message and ensure the argument reaches the intended audience. Varying sentence structure and applying consistent punctuation rules	NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		Analyze characterization and the growth of characters in relation to other characters, plot and theme. Read complex grade level texts. Analyze how a text unfolds and determine the impact that the order,	Summative Summer Reading Tests Quizzes Graded discussions Presentations Literary Analysis Essay Common Assessments CA 1 Summer Reading Analysis Essay	6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.	9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. 9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.

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	<p>What elements can I include to create strongly constructed sentences?</p> <p>How do I effectively communicate with others?</p>	<p>should be utilized to strengthen writing as necessary.</p> <p>Effective communicators speak clearly, listen to the ideas of others and solve problems through open collaboration.</p>	<p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R10. Read and comprehend</p>	<p>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.9-10.6. 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.</p> <p>RL.9-10.10. By the end of grade 10, read and comprehend literature,</p>	<p>development, and/or connections between points have on the reader.</p> <p>Recognize and differentiate among denotative, connotative and figurative meanings.</p> <p>Analyze an author's choice of words and determine how diction affects tone, mood and theme.</p> <p>Analyze and explain how the role of particular sentences, paragraphs, or larger portions of a text helps to develop and refine the author's ideas or claims.</p> <p>Examine historical documents and assess major and related themes and concepts.</p>	<p>CA 2: Close-reading/ Annotation: Romantic Literature</p>		
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			<p>complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based</p>	<p>including stories, dramas, and poems, at grade level or above.</p> <p>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.</p> <p>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</p>	<p>Write regularly with clear purpose, adhering to task requirements and considering audience.</p> <p>Work collaboratively in groups by dividing work, making decisions fairly, and considering various viewpoints.</p> <p>Speak clearly and formally adhering to the assigned task and purpose for speaking.</p> <p>Apply grammar rules to spoken and written work by using varied phrases, proper punctuation, and accurate spelling.</p> <p>Vary word choice and sentence structure when writing and speaking.</p>			
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			<p>research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts</p>	<p>choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>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).</p> <p>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.</p> <p>RI.9-10.9. Analyze and reflect on (e.g.</p>	<p>Use context clues to determine the meanings of words and recognize multiple meanings.</p>			
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			<p>and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLSA.L1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more</p>	<p>practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p> <p>Writing A. Engage and orient the reader by setting out a problem, situation, or observation,</p>				
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			<p>fully when reading or listening.</p> <p>NJSLSA.L4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the</p>				
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				<p>experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>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</p>				
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				<p>under investigation.</p> <p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Speaking and Listening Standards SL.9-10.1.A. 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</p>				
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				<p>individual roles as needed.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> <p>Language Standards L1.9-10.1.- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and variety and interest to writing or presentations. L.9-10.2- Demonstrate command of the conventions of</p>				
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				<p>standard English capitalization, punctuation, and spelling when writing.</p> <p>C. Spell correctly</p> <p>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.</p> <p>A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p>				
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				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.				
Unit	Essential Questions	Enduring Understandings	NJSLSA Anchor Standards	Progress Indicators	Learning Targets	Common Assessments (Formative & Summative)	Interdisciplinary Connections	21 st Century Connections
MP II Units 3&4 (9 weeks) Transcendentalism Realism	<p>What techniques do authors use to convey meaning?</p> <p>What are effective strategies for reading and understanding literature?</p> <p>What is my purpose for writing and how do I develop it?</p> <p>How do I choose the best evidence from a text to support my position?</p> <p>What do good speakers do?</p>	<p>Authors use a variety of techniques including figurative language, diction, and style to create meaning and establish tone and mood in their works.</p> <p>Readers explore how the author's use of plot devices and the effect on the story as a whole.</p> <p>Writing should be purposefully focused, detailed, organized, and</p>	<p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining</p>	<p>Reading 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</p>	<p>Locate the theme and follow its development throughout the text.</p> <p>Analyze characterization and the growth of characters in relation to other characters, plot and theme.</p> <p>Identify and analyze the author's use of figurative language and diction and how it affects tone, mood and theme.</p> <p>Evaluate the</p>	<p>Formative Large class and small group discussion Close readings of text and note-taking Comprehension and Analysis questions Short writes/ responses Group work Informal Presentations Writing Process checks (thesis, outline, rough drafts) Summative Socratic Seminars Literary Analysis Texts projects</p>	<p>6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.</p> <p>6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or</p>	<p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.1 Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning.</p>

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	<p>How do speakers effectively lead discussion?</p> <p>How does the author's use of figurative languages and nuances in word meaning affect the reader's understanding?</p>	<p>sequenced in a way that clearly communicates the ideas and claims to the reader.</p> <p>Textual evidence should support the claim and make a connection to the thesis.</p> <p>Effective speakers use eye contact, body language, fluency, and projection to communicate their ideas.</p> <p>Effective discussion leaders come to class prepared and challenge peers by thoughtfully posing questions, reconciling diverse perspectives, and clarifying findings.</p> <p>Authors use figures of speech and nuanced meanings of words to advance tone, mood and theme.</p>	<p>technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to</p>	<p>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> <p>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g.,</p>	<p>author's use of plot devices and the effect on the story as a whole.</p> <p>Compare and contrast authors' choices in multiple works.</p> <p>Locate the theme and follow its development throughout the text.</p> <p>Analyze characterization and the growth of characters in relation to other characters, plot and theme.</p> <p>Analyze the similarities and differences between written, visual and media representations of the unit works.</p> <p>Locate and analyze allusions to the bible and mythology.</p>	<p>Annotations Quizzes Poetry analysis essay</p> <p>Common Assessments CA 3: Close reading and multiple choice questions: Romantic Poetry and Fiction CA 4: Transcendentalism Assessment</p>	<p>professional audience and present it to peers and/or professionals in that related area for review.</p>	
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			<p>build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>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).</p> <p>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</p>	<p>Select appropriate details and evidence from literature to develop the topic of the essay.</p> <p>Lead effective class discussion by posing questions, reconciling diverse perspectives, and clarifying findings.</p> <p>Apply grammar rules and use accurate vocabulary when writing and speaking.</p>			
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			<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLSA.L1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2- Demonstrate command of the conventions of standard English capitalization,</p>	<p>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).</p> <p>Writing 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.,</p>				
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			<p>punctuation, and spelling when writing.</p> <p>NJSLSA.L3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NJSLSA.L4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5- Demonstrate understanding of</p>	<p>figures, tables), and multimedia when useful to aiding comprehension.</p> <p>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.</p> <p>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.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the</p>				
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			<p>word relationships and nuances in word meanings.</p> <p>NJSLSA.L6- Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>	<p>topic.</p> <p>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.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and</p>				
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				<p>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.</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. B. Apply grades 9–10 Reading standards to</p>				
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				<p>nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>Speaking and Listening Standards NJSL.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</p>				
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				<p>persuasively.</p> <p>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.</p> <p>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.</p> <p>D. Respond</p>				
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				<p>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.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>Language Standards</p> <p>L1.9-10.1.- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. B. Use various</p>				
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				<p>types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and variety and interest to writing or presentations.</p> <p>L.9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly</p> <p>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.</p> <p>A. Vary word</p>				
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				<p>choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. analyze, analysis, analytical; advocate, advocacy).</p> <p>L.9-10.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>				
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				<p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>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</p>				
Unit	Essential Questions	Enduring Understandings	NJSLSA Anchor Standards	Progress Indicators	Learning Targets	Common Assessments (Formative & Summative)	Interdisciplinary Connections	21 st Century Connections
MP III: Units 5&6 (11 weeks)	<p>What do good readers do?</p> <p>How I analyze literary nonfiction for main ideas and</p>	Effective readers use a variety of strategies to make sense of key ideas and details presented in a text.	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant	Reading RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written	SWBAT: Locate and interpret themes and claims in literary non-fiction.	Formative Large class and small group discussion Close readings of text and note-taking	6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture,	CRP2. Apply appropriate academic and technical skills. CRP5. Consider the environmental, social and

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-Research Paper -Naturalism	evidence?	Readers analyze texts based on the clues given by an author through style, word choice, rhetorical and literary devices, text development and quality of evidence presented.	connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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.	Analyze literary non-fiction for the author's style and choices in text structures, diction, evidence, and literary and/or rhetorical devices.	Comprehension and Analysis questions Short writes/ responses Group work Informal Presentations Research checks Writing Process checks (thesis, outline, rough drafts)	literature, and art. 6.1.12.D.4.d Relate conflicting political, economic, social, and sectional perspectives on reconstruction to the resistance of some Southern individuals and states.	economic impacts of decisions. CRP7. Employ valid and reliable research strategies.
	How I introduce and support arguments in a well-developed essay?	Quality writing clearly introduces and organizes claims and evidence in a way that is easy for the reader to understand.	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.	Evaluate writing as a product of a historical period and a criticism of that period's political system and societal norms (of gender and race) while connecting findings to modern issues.	Summative Casual Research Essays Text Projects Quizzes Annotations	6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	9.3.12.ED.3 Use critical thinking to process educational communications, perspective, policies, and/or procedures.
	Why conduct research?	Good writers integrate and cite credible and accurate sources to strengthen the validity of the claims presented.	NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.	Write a causal research paper with a clearly developed claim and accurately cited sources.	Common Assessments CA 5: Realism essay (part of midterm) CA 6: Naturalism annotations	8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers	9.3.12.ED.6 Analyze ethical and legal policies of professional education and training practice.
	How do the stylistic choices of good speakers affect the reception of the speech or presentation?	Good speakers utilize proper grammar and conventions, while selecting diction and language well-suited to the task at hand.	NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		Compose argumentative essays with clearly developed claims, organization and evidence.			
	How can the use of technology enhance productivity when working in teams and enhance presentations?				Apply grammar			

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		Good communicators utilize technology to divide labor increasing productivity, and to captivate the audience, strengthening delivery.	<p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising,</p>	<p>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.</p> <p>RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>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),</p>	<p>rules to spoken and written work by using varied phrases, proper punctuation, and accurate spelling.</p> <p>Vary word choice and sentence structure when writing and speaking.</p> <p>Work with peers to design and/or present projects and presentations.</p>		<p>and/or professionals in that related area for review.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	
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			<p>editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the</p>	<p>distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>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.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and</p>				
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			<p>information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.L1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L3- Apply knowledge of language to understand how language functions in different</p>	<p>clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are</p>				
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			<p>contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking</p>				
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				<p>advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>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.</p> <p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using</p>				
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				<p>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).</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>Language Standards L.9-10.1.- Demonstrate command of the conventions of standard English grammar and</p>				
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				<p>usage when writing or speaking. Use parallel structure.</p> <p>L.9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>C. Spell correctly</p> <p>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.</p> <p>A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.5-</p>				
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				<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>Speaking and Listening Standards</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>				
Unit	Essential Questions	Enduring Understandings	NJSLSA Anchor Standards	Progress Indicators	Learning Targets	Common Assessments (Formative & Summative)	Interdisciplinary Connections	21 st Century Connections
MP IV: Units 7&8 Modernism and Postmodernism (9)	<p>Why should I evaluate fiction and poetry for style?</p> <p>How do authors demonstrate the development of characters throughout a text?</p>	<p>Good readers can judge an author's stylistic choices as a way to identify theme.</p> <p>Readers can trace the development of characters through an analysis of descriptions of</p>	<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or</p>	<p>Reading</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,</p>	<p>SWBAT:</p> <p>Evaluate the efficacy of a writer's choices in style as a means of highlighting theme.</p> <p>Identify and trace characterization as it advances the plot</p>	<p>Formative</p> <p>Large class and small group discussion</p> <p>Close readings of text and note-taking</p> <p>Comprehension and Analysis questions</p> <p>Short writes/</p>	<p>6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.</p>	<p>CRP6. Demonstrate creativity and innovation.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written, and multimedia communication in</p>

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weeks)	<p>How are works representative of and affected by the historical period, political system and social norms?</p> <p>How do writers develop a well-written essay?</p> <p>How do I choose the best evidence from a text to support my position?</p> <p>How can I use advanced punctuation to create well-structured sentences?</p> <p>How can the use of technology and digital media enhance presentations?</p>	<p>appearance, personality.</p> <p>The historical period shapes the work and allows the author to criticize the political system and/or societal norms of race and/or gender.</p> <p>Writers clearly introduce the topic, organize the essay, include relevant supporting details, utilize transitions, choose effective words and include a conclusion.</p> <p>How do I choose the best evidence from a text to support my position?</p> <p>Semicolons and colons can be incorporated into writing to form complex sentences and the relationships between</p>	<p>speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5.</p>	<p>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>and develops theme.</p> <p>Evaluate writing as a product of a historical period and a criticism of that period's political system and societal norms (of gender and race) while connecting findings to modern issues.</p> <p>Compose a well-organized, formal expository essay.</p> <p>Select appropriate details and evidence from literature to develop the topic of the essay.</p> <p>Apply grammar rules to spoken and written work by using varied phrases, proper punctuation, and accurate spelling.</p> <p>Vary word choice</p>	<p>responses</p> <p>Group work</p> <p>Informal Presentations</p> <p>Summative:</p> <p>Text projects</p> <p>Tests</p> <p>Analysis essays</p> <p>Quizzes</p> <p>Annotations</p> <p>Common Assessments</p> <p>CA 7: Modernism MC</p> <p>CA 8: Modernism Essay (on Final)</p>	<p>6.1.12.C.8.a Analyze the push-pull factors that led to the Great Migration.</p> <p>6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.</p> <p>6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.</p> <p>6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p> <p>8.1.12.A.2 Produce</p>	multiple formats and contexts.
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		<p>independent clauses.</p> <p>Technology and digital media enhances presentations by effectively engaging the interest of the viewer.</p>	<p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W9. Draw</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> <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).</p>	<p>and sentence structure when writing and speaking. Incorporate technology and digital media to design and/or present projects and presentations.</p>		<p>and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p>	
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		<p>evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.L2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L4- Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5- Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Writing 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</p>				
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			<p>NJSLSA.L6- Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>	<p>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</p>				
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				<p>the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>B. Apply grades 9–10 Reading</p>				
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				standards to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). Language Standards L.9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. C. Spell correctly				
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				<p>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.</p> <p>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)</p> <p>L.9-10.5-Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p>				
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				<p>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.</p> <p>Speaking and Listening 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</p>				
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				<p>source.</p> <p>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.</p> <p>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.</p>				
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