

Hillsborough Township Public Schools
Grade 10
English II

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
Unit I: The Heroic Tradition 9 weeks							
<p>What do good readers do?</p> <p>Author's choice: Why does it matter?</p> <p>Whose story is it and why does it matter?</p> <p>Am I clear about what I just read?</p> <p>In what ways does creative choice impact an audience?</p> <p>What's my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Students who are college and career ready read and interpret a variety of</p>	<p>RL.9-10.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.9-10.4: 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>RL.9-10.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza)</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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>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 such effects as mystery, tension, or surprise.</p> <p>Analyze how an author draws on and transforms source material in a specific work</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and</p>	<p>Read closely and find answers explicitly in text and answers that require an inference.</p> <p>Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</p> <p>Analyze plot to determine a theme.</p> <p>Determine how specific details in the text reveal and continually refine a theme.</p> <p>Compose an objective summary stating the key points of the text without adding personal opinions or feelings.</p> <p>Recognize the difference between denotative meanings and connotative meaning.</p> <p>Analyze why authors choose specific words to evoke a particular meaning</p>	<p>Formative:</p> <ul style="list-style-type: none"> -Deconstruction - Group discussions - Worksheets - Collaborative learning groups - Analysis of informational text - Peer reading and editing - All stages of the writing process - Outline - Drafting -Pre and Post MLA test <p>Summative:</p> <ul style="list-style-type: none"> -MLA Format Quiz -Paraphrase/ Summary Quiz -Cause and Effect Research Paper -Plagiarism Quiz -Writing Purpose and Task Quiz 	<p>6.3.12: Active citizens in the 21st century: Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.</p> <p>Analyze sources of prejudice and discrimination and propose solutions to eliminate them.</p> <p>Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.</p> <p>Critically analyze information, make ethical judgments, and responsibly address controversial issues.</p> <p>Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.</p>	<p>8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.</p> <p>9.1.12.C.2 Analyze the common traits of effective state, national, or international leaders.</p> <p>9.1.12.C.3 Explain why some current and/or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.</p>

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<p>What do good researchers do?</p> <p>Making meaning from a variety of sources: What will help?</p> <p>What makes a presentation great?</p> <p>Communicating clearly: What does it take?</p> <p>How does author's choice impact an audience?</p>	<p>complex texts with confidence and independence.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology</p>	<p>relate to each other and the whole.</p> <p>RL.9-10.8: 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.</p> <p>RL.10.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.9-10.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.9-10.2: Determine central ideas or themes of a</p>	<p>poems, at the high end of the grades 9-10 text complexity band independently and proficiently</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>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>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how</p>	<p>or tone.</p> <p>Analyze how specific word choices build upon one another to create cumulative impact on the overall meaning and tone of a text.</p> <p>Identify source material from one author found in the work of another.</p> <p>Analyze how authors interpret and transform themes, events, topics, etc. from source material.</p> <p>Critique various works that have drawn on or transformed the same source material and explain the varied interpretations of authors.</p> <p>Read complex grade level texts.</p> <p>Reread a text to find more information or clarify ideas.</p> <p>Use reading strategies to help understand difficult complex text.</p> <p>Analyze how specific details developed over the</p>		<p>Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.</p> <p>Take actions that result in a more just and equitable society.</p>	

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	<p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p> <p>Effective communication of ideas when speaking or</p>	<p>text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.9-10.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.9-10.4: 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>RI.9-10.5: 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>the language of a court opinion differs from that of a newspaper).</p> <p>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>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>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>Analyze seminal U.S. documents of historical and literary significance (e.g.,</p>	<p>course of a text shape and refine a central idea.</p> <p>Compose an objective summary stating the key points of the text without adding personal opinions or feelings.</p> <p>Determine the overall analysis, ideas, or events being conveyed by an author.</p> <p>Analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader.</p> <p>Recognize words that have technical meaning and understand their purpose in a specific text.</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>Define rhetoric.</p> <p>Identify when an author uses rhetoric and analyze</p>			

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	<p>writing relies on the appropriate use of the conventions of language.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p>RI.9-10.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.9-10.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI.9-10.8: 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.</p> <p>RI.9-10.9: Analyze 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>RI.9-10.10: Read and comprehend complex literary and</p>	<p>Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>Develop the topic with well-</p>	<p>how the rhetoric strengthens his/her points of view or purpose.</p> <p>Identify various accounts of the same subject that are presented in different mediums.</p> <p>Analyze various accounts of the same subject and determine which details are emphasized in each medium.</p> <p>Determine the credibility of the author and his/her purpose.</p> <p>Identify claims that are supported by fact(s).</p> <p>Recognize when an author introduces irrelevant evidence unrelated or, false statements, and/or fallacious reasoning to his/her argument.</p> <p>Analyze how different documents address related themes and concepts.</p> <p>Determine how the time period and point of view of an author affects his/her perspective on a theme or concept.</p>			

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		<p>informational texts independently and proficiently.</p> <p>W.9-10.2: 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>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.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.9-10.6: Use technology, including the Internet, to produce and publish writing</p>	<p>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>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>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Produce clear and coherent writing in which the development, organization,</p>	<p>Select a topic and identify and gather relevant information to share with my audience.</p> <p>Define common organizational/formatting structures that will allow me to organize my complex ideas best</p> <p>Analyze the information, identify domain-specific vocabulary for my topic, and organize information into broader categories using my chosen structures.</p> <p>Present information maintaining an objective tone and formal style that includes introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement/section that supports the information presented.</p> <p>Identify writing styles.</p> <p>Use organizational/formatting structures to develop writing ideas.</p>			

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		<p>and to interact and collaborate with others.</p> <p>W.9-10.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SL.9-10.2: Integrate and evaluate information presented in diverse</p>	<p>and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Use technology, including the Internet, to produce, publish, 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>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>Gather relevant information from multiple authoritative print and digital sources, using advanced searches</p>	<p>Compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p> <p>Use prewriting strategies to formulate ideas.</p> <p>Recognize that a well-developed piece of writing requires more than one draft.</p> <p>Apply revision strategies with the help of others.</p> <p>Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p>Analyze personal writing to determine if my purpose and audience have been fully addressed and revise when necessary.</p> <p>Prepare multiple drafts using revisions and edits to develop and strengthen the writing.</p> <p>Recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</p>			

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		<p>media and formats, including visually, quantitatively, and orally.</p> <p>SL.9-10.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.9-10.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>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. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work</p> <p>Apply grades 9-10 Reading standards to literary nonfiction (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>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the</p>	<p>Identify technology that will help produce, publish and update individual or shared writing products.</p> <p>Determine the most efficient technology medium to complete the writing task.</p> <p>Use technology to enhance the writing product by linking to other information and /or displaying information flexibly and dynamically.</p> <p>Focus research around a problem to be solved, a central question that is provided, or a self-generated question independently determined.</p> <p>Choose several sources and synthesize information to answer the research inquiry.</p> <p>Determine if the inquiry needs to be narrow or broadened based on the information gathered.</p> <p>Demonstrate understanding of the subject under investigation.</p>			

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		<p>L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.3: 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>L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p>	<p>credibility and accuracy of each source.</p> <p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use parallel structure.</p> <p>Use various types of phrases (noun, verb, adjectival,</p>	<p>Determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written.</p> <p>Assess the usefulness of my sources to determine those that contain the information that best answers the research question.</p> <p>Use advance searches with multiple authoritative print and/or digital sources effectively to gather information needed to support research.</p> <p>Avoid plagiarism by paraphrasing and /or summarizing research findings.</p> <p>Determine when research data or facts must be quoted and integrate information into personal text to maintain the flow of ideas.</p> <p>Follow a standard format for citation to create a bibliography for sources that paraphrased or quoted in independent writing.</p>			

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		<p>by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L.9-10.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.9-10.6: 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>adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>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>Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook) appropriate for the discipline and writing type.</p> <p>Use context as a clue to the meaning of a word or phrase.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>Consult general and specified reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its</p>	<p>Determine what textual evidence supports analysis, reflection, and/or research.</p> <p>Compose written responses and include textual evidence to strengthen independent analysis, reflection, and /or research.</p> <p>Identify various purposes for presenting information to a reader or audience.</p> <p>Analyze information presented in diverse media and formats and integrate the information to gain an overall understanding of the topic presented.</p> <p>Evaluate the credibility and accuracy of various presentations.</p> <p>Present information, findings, and /or supporting evidence clearly, concisely, and logically.</p> <p>Present independent information in a sequence that allows the listener to follow the line of reasoning.</p>			

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			<p>precise meaning, its part of speech, or its etymology.</p> <p>Verify the preliminary determination of the meaning of a word or phrase.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech in context and analyze their role in the text.</p> <p>Analyze nuances in the meaning of words with similar denotations.</p> <p>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>Prepare a presentation with organization, development substance, and style that are appropriate to purpose, task and audience.</p> <p>Identify the parts of a presentation, including findings, reasoning, and evidence, that could use clarification, strengthening, and /or additional interest.</p> <p>Integrate appropriate digital media in a strategic manner to improve the presentation.</p> <p>Determine speaking tasks that will require formal structure.</p> <p>Compose a formal speech that demonstrates command of grades 9-10 Language standards.</p> <p>Define parallel structure.</p> <p>Recognize when parallel structures are not evident in independent writing.</p> <p>Use parallel structure correctly in writing.</p> <p>Define and identify various types of phrases and</p>			

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				<p>clauses.</p> <p>Use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p>Determine when to capitalize words.</p> <p>Explain when to use semicolons.</p> <p>Use semicolons with conjunctive adverbs Identify and explain when to use a colon.</p> <p>Use a colon to introduce a list or quotation.</p> <p>Identify misspelled words and use resources to assist with spelling correctly.</p> <p>Analyze the context of various texts and determine how language affects meaning, style, and comprehension.</p> <p>Apply the guidelines in a given manual to write and edit work.</p> <p>Infer the meaning of unknown words using</p>			

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				<p>context clues.</p> <p>Recognize and define common affixes and roots.</p> <p>Break down unknown words into units of meaning to infer the definition of the unknown word.</p> <p>Use patterns of word changes to determine a word's meaning or part of speech.</p> <p>Verify my inferred meaning of an unknown word, its part of speech, and/or its etymology by consulting general and specialized reference materials.</p> <p>Recognize word relationships and use the relationships to further understand multiple words.</p> <p>Recognize the difference between denotative meanings and connotative meanings.</p> <p>Analyze how certain words and phrases that have similar denotations can carry different nuances.</p>			

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				<p>Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.</p> <p>Acquire and use college and career readiness level academic and domain-specific words/ phrases to demonstrate proficiency in reading, writing, speaking, and listening.</p>			
Unit II: Creating a Society 9 weeks							
<p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>Author's choice: Why does it matter?</p> <p>What makes</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen</p>	<p>RL.9-10.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.9-10.2: Determine central ideas or themes of a</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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; provide an objective summary of the text.</p>	<p>Define inference and explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>Read closely and find answers explicitly in text and answer questions that require an inference.</p> <p>Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential</p>	<p>Formative:</p> <ul style="list-style-type: none"> -Close-reading -Textual annotations -Group discussions -Worksheets -Web-research* -Tests and Quizzes -Non-fiction analysis / close reading* -Collaborative learning groups -Peer reading and editing* -All stages of the 	<p>6.1.12: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.</p> <p>6.2.12: The methods of and motivations for exploration and conquest resulted in increased global interactions, differing</p>	<p>9.1.12. A.1: Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12.C.4: Demonstrate leadership and collaborative skills when participating in online learning</p>

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<p>a story a “great” story?</p> <p>In what ways does creative choice impact an audience?*</p> <p>Whose story is it, and why does it matter?*</p> <p>What do good writers do?</p> <p>What’s my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>What makes collaboration meaningful?</p> <p>Making meaning from a</p>	<p>understanding.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.*</p> <p>Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves</p>	<p>text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.9-10.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.9-10.4: 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 (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 the structure of texts, including how specific sentences, paragraphs, and larger portions of</p>	<p>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 a theme.</p> <p>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</p> <p>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 such effects as mystery, tension, or surprise.</p> <p>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>Analyze how an author draws on and transforms source material in a specific work.*</p>	<p>questions.</p> <p>Analyze plot to determine theme.</p> <p>Determine how specific details in the text reveal and continually refine a theme.</p> <p>Compose an objective summary stating the key points of the text without adding my own opinion or feelings.</p> <p>Analyze how complex characters develop over the course of a text.</p> <p>Analyze how characters develop through their interactions with others.</p> <p>Analyze how complex characters advance the plot of a text and/or contribute to the development of a theme.</p> <p>Distinguish between literal and figurative language.</p> <p>Recognize the difference between denotative and connotative meanings.</p> <p>Analyze why authors use</p>	<p>writing process* -Prewriting graphic organizer*</p> <p>Summative: -Drafting and final essay submission (informative/explanatory)* -Tests and quizzes</p>	<p>patterns of trade, colonization, and conflict among nations.</p> <p>Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.</p> <p>6.3.12: Active citizens in the 21st century: -Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives. -Analyze sources of prejudice and discrimination and propose solutions to eliminate them.</p>	<p>communities and structured learning experiences.</p> <p>9.1.12.D.1: Interpret spoken and written communication within the appropriate cultural context.</p> <p>9.1.12. D.2: Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.</p> <p>9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
<p>variety of sources: What will help?</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</p> <p>How does situation affect meaning?</p> <p>How does author's choice impact an audience?</p> <p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't</p>	<p>selecting appropriate style and structure for and audience and is strengthened through revision and technology.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective readers, writers, and listeners use</p>	<p>the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.9-10.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.9-10.9: Analyze 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>RL.10.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.9-10.1: Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking</p>	<p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p>Analyze how an 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>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.</p>	<p>specific words to evoke a particular meaning or tone.</p> <p>Analyze how specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of the text.</p> <p>Analyze a text and determine why an author chose to present his/her using a particular structure.</p> <p>Analyze a text and determine why an author organized events in a particular order.</p> <p>Analyze a text and determine how an author manipulates time.</p> <p>Analyze how an author's text structure creates effects.</p> <p>Explain how the point of view or cultural experience found in various works of world literature differs from works of literature written in the United States.</p> <p>Analyze how authors interpret and transform</p>			

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know?	knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.	<p>to support conclusions drawn from the text.</p> <p>RI.9-10.2: Determine central ideas of themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.9-10.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.9-10.4: 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>RI.9-10.6: Assess how point of view or purpose shapes the content and style of a text.</p>	<p>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>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>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Come to discussions prepared, having read</p>	<p>themes, events, topics, etc. from source material.*</p> <p>Critique various works that have drawn on or transformed the same source material and explain the varied interpretations and different authors.*</p> <p>Closely read complex grade level texts.</p> <p>Reread a text to find more information or clarify details.</p> <p>Use reading strategies.</p> <p>Analyze how specific details developed over the course of a text shape and refine a central idea.</p> <p>Determine the overall analysis, ideas, or events being conveyed by an author.</p> <p>Analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader.</p> <p>Determine an author's point of view and explain</p>			

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		<p>RI.9-10.9: Analyze 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>RI.10.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>W.9-10.2: 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>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>material under study; explicitly draw on that preparation by referring to evidence from texts to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Use parallel structure.</p> <p>Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use context as a clue to the meaning of a word or phrase.</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</p> <p>Consult general and specified reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>Verify the preliminary</p>	<p>his/her purpose for writing a text.</p> <p>Identify when and author uses rhetoric and analyze how the rhetoric strengthens his/her point of view.</p> <p>Identify seminal U.S. documents that have related themes and concepts.</p> <p>Analyze how different documents address related themes and concepts.</p> <p>Determine how the time period and point of view of an author affects his/her perspective on a theme or concept.</p> <p>Select a topic and identify and gather relevant information to share with my audiences.</p> <p>Present information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement/section that</p>			

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		<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>SL.9-10.1: 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>L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2: Demonstrate command of the</p>	<p>determination of the meaning of a word or phrase.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Interpret figures of speech in context and analyze their role in the text.</p> <p>Analyze nuances in the meaning of words with similar denotations.</p> <p>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>supports the information presented.</p> <p>Identify the writing style (argument, informative/explanatory, or narrative) that best fits the task, purpose, and audience.</p> <p>Use organizational/formatting structures (graphic organizers) to develop writing ideas.</p> <p>Compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p> <p>Determine a writing format/style to fit my task, purpose, and /or audience.</p> <p>Write for a variety of reasons.</p> <p>Review material to be discussed and determine key points and/or central ideas.</p> <p>Create questions and locate key textual evidence to contribute to a discussion on a given topic, text, or issue.</p>			

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		<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.3: 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>L.9-10.4: 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>L.9-10.5: Demonstrate understanding of</p>		<p>Come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned exchange of ideas.</p> <p>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to propel the discussion.</p> <p>Make relevant observations and use my ideas and comments to relate the current discussion to broader themes or ideas.</p> <p>Define and identify parallel structure.</p> <p>Recognize when I have not used parallel structure in my writing.</p> <p>Use parallel structure correctly.</p> <p>Use appropriate phrases and clauses to convey specific meaning and add variety and interest to writing and presentations.</p>			

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		<p>word relationships and nuances in word meanings.</p> <p>L.9-10.6: 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>Identify and explain when to use semicolons.</p> <p>Use semicolons with conjunctive adverbs.</p> <p>Identify and explain when to use a colon.</p> <p>Use a colon to introduce a list.</p> <p>Analyze the context of various texts and determine how language choice affects meaning, style, and comprehension.</p> <p>Infer the meaning of unknown words using context clues.</p> <p>Recognize and define common affixes and roots.</p> <p>Break down unknown words into units of meaning to infer the definition of the unknown word.</p> <p>Use patterns of word changes to determine a word's meaning or parts of speech.</p> <p>Verify my inferred</p>			

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				<p>meaning of an unknown word, its part of speech, and/ or its etymology by consulting general and specialized reference materials.</p> <p>Define and identify various forms of figurative language.</p> <p>Interpret figures of speech and analyze their overall role in the text.</p> <p>Recognize word relationships and use the relationships to further understand multiple words.</p> <p>Recognize the difference between denotative meanings and connotative meanings.</p> <p>Analyze how certain words and phrases that have similar denotations can carry different nuances.</p> <p>Recognize the difference between general academic words and phrases and domain-specific words and phrases.</p> <p>Acquire and use college and career readiness level</p>			

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				<p>academic and domain-specific / phrases to demonstrate proficiency in reading, writing, speaking, and listening.</p> <p>Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.</p> <p>Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</p>			
Unit III: Developing an Identity							
9 weeks							
<p>What do good readers do?</p> <p>How do readers construct meaning from text?</p> <p>Why is author's word choice critical?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain an insight and</p>	<p>RL.9-10.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.9-10.2: Determine central</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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; provide an objective summary of the</p>	<p>Explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>Read closely and find answers explicitly in the text.</p> <p>Analyze an author's words and determine multiple pieces of textual evidence that strongly supports inferential questions.</p> <p>Define theme.</p>	<p>Diagnostic: -On-line discussion forums -Self-evaluation worksheets - Group/ partnered /whole class discussions* - KWL charts - Terminology identification*</p> <p>Formative: - Class discussion* - Worksheets/</p>	<p>6.1.12: Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.</p> <p>The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises,</p>	<p>9.1.12.A.1: Apply critical thinking and problem solving strategies during structured learning experiences.</p> <p>9.1.12.D.1: Interpret spoken and written communication within the appropriate</p>

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<p>In what ways does creative choice impact an audience?</p> <p>How do readers construct meaning from text?</p> <p>How do students clarify what was just read?</p> <p>How do effective writers express themselves?</p> <p>How do writers develop a well written product?</p> <p>Why does a writer choose a particular form or style of writing?</p>	<p>strengthen understanding</p> <p>Read and interpret a variety of complex texts with confidence and independence</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader</p> <p>Produce clear ideas as a writer that select the appropriate style and structure for an audience and is strengthened through revision and technology</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience,</p>	<p>ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL9-10.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.9-10.4: 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>RL.9-10.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.9-10.9: Analyze how two or more texts address similar themes or</p>	<p>text.</p> <p>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>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</p> <p>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>Analyze how an author draws on and transforms source material in a specific work.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently</p>	<p>Analyze plot to determine theme.</p> <p>Construct a summary stating the key point of the text.</p> <p>Analyze how complex characters develop over the course of the text.</p> <p>Identify various forms of figurative language.</p> <p>Distinguish between literal and figurative language.</p> <p>Analyze how authors use a specific word to evoke a particular meaning or tone.</p> <p>Explain how the point of view or cultural experience found in various works of world literature differs from works of literature written in the United States.</p> <p>Analyze a text from world literature to gain insight from the point of view of other societies and cultures.</p> <p>Identify and explain allusions or transformation</p>	<p>graphic organizers</p> <ul style="list-style-type: none"> - Open-ended responses* - Response journals - Literary concept assessment - Student surveys - Anticipation guides - Whole class discussions - Non-fiction analysis* - Web-based research* - Peer review worksheets* - Research proposals* - Annotated bibliographies* -Research rough draft* -Observation of collaborative discussions <p>Summative:</p> <ul style="list-style-type: none"> - Research paper* - Quizzes* - Novel tests* - Interdisciplinary group project* - In-class essay* 	<p>and an expansion of democratic practices.</p> <p>Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.</p>	<p>cultural context.</p> <p>9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.1.12.C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning communities.</p> <p>9.1.12.B.1: Present resources and data in a format that effectively communicates the meaning of the data and implications for solving the problem(s) using different perspectives.</p>

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<p>Why do the rules of grammar matter?</p> <p>What does it take for effective communications?</p> <p>How do rules of language affect communication?</p> <p>How does situation affect meaning?</p> <p>When a word doesn't make sense, what do good readers do to determine meaning?</p> <p>Effective communication of ideas when</p>	<p>task, and time frame</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas</p>	<p>topics in order to build knowledge or to compare the approaches authors take.</p> <p>RL.10.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.9-10.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.9-10.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.9-10.3: Analyze how and</p>	<p>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>Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of the text.</p> <p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>Develop claim(s) and counterclaims fairly, 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>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between</p>	<p>of source material in another text.</p> <p>Analyze and explain the structure of texts paying close attention to format, style, and diction.</p> <p>Closely read complex grade level texts.</p> <p>Implement reading strategies to understand difficult/complex texts.</p> <p>Identify and apply rhetorical devices.</p> <p>Analyze influential topics or texts to determine an argument that causes a debate in society.</p> <p>Identify a thesis for an argument.</p> <p>Identify claims that support the argumentative thesis.</p> <p>Construct support for claims and counterclaims for an argument.</p> <p>Create clear and logical pieces of writing that demonstrates understanding of a specific learning style.</p>			<p>9.1.12.D.2: Determine the immediate and long-term effect of cross-cultural misconceptions/misunderstandings resulting from a past or current international issue(s) or event(s).</p>

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speaking or writing relies on the appropriate use of the conventions of language		<p>why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.9-10.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>RI.9-10.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>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.</p> <p>W.9-10.8: Gather relevant information from multiple print and digital sources, assess the credibility</p>	<p>claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>Develop claim(s) and counterclaims fairly, 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>Use words, phrases, and 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.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Write routinely over</p>	<p>Determine the credibility of a source by reviewing the author and year of publication.</p> <p>Determine when research data or facts must be quoted and integrate information into the text.</p> <p>Implement a standard format for in-text citations and works cited for sources that have been paraphrased and quoted.</p> <p>Write for a variety of reasons.</p> <p>Locate key textual evidence to contribute to a discussion on a given topic or issue.</p> <p>Collaborate with peers to define rules and roles for collegial discussions and decision making.</p> <p>Participate in a discussion by posing questions that connect ideas of several speakers.</p> <p>Respond to diverse</p>			

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		<p>and accuracy of each source, and integrate the information while avoiding plagiarism.</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>SL.9-10.1: 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>L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage</p>	<p>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>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>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use parallel structure.</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial,</p>	<p>perspectives presented during discussion.</p> <p>Identify and implement parallel structures when writing.</p> <p>Identify and implement various phrases and clauses when writing.</p> <p>Use a semi-colon for complex types of sentences.</p> <p>Identify misspelled words.</p> <p>Infer the meaning of unknown words using context clues.</p> <p>Recognize and define common affixes and roots.</p> <p>Break down unknown words into units of meaning to infer the definition of the unknown word.</p> <p>Use patterns of word changes to determine a word's meaning or part of speech.</p> <p>Verify my inferred</p>			

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		<p>when writing or speaking.</p> <p>L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.4: 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>L.9-10.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.9-10.6: Acquire and use accurately a range of general</p>	<p>prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>Use a semicolon to link two or more closely related independent clauses.</p> <p>Spell correctly.</p> <p>Use context as a clue to the meaning of a word or phrase.</p> <p>Identify and correctly use patterns of work changes that indicate different meanings or parts of speech.</p> <p>Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>Analyze nuances in the meaning of words with similar denotations.</p> <p>Acquire and use accurately a range of general academic and domain-specific words</p>	<p>meaning of an unknown word, its part of speech, and/or its etymology by consulting general and specialized reference materials.</p> <p>Recognize word relationships and use the relationships to further understand multiple words.</p> <p>Recognize the difference between denotative meanings and connotative meanings.</p> <p>Analyze how certain words and phrases that have similar denotations can carry different nuances.</p> <p>Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.</p> <p>Acquire and use college and career readiness level academic and domain-specific words/ phrases to demonstrate proficiency in reading, writing, speaking, and listening.</p>			

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		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.	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.				
Unit IV: Challenge of Change 9 weeks							
<p>What do good readers do?</p> <p>Author's choice: Why does it matter?</p> <p>In what ways does creative choice impact an audience?</p> <p>What do</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>RL.9-10.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.9-10.2: Determine central ideas or themes of a text and analyze</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>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; provide an objective summary of the text.</p>	<p>Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</p> <p>Determine how specific details in the text reveal and continually refine a theme.</p> <p>Analyze plot to determine a theme.</p> <p>Distinguish between literal</p>	<p>Formative:</p> <ul style="list-style-type: none"> -Reflective responses -Literature Circles* -Background research -Term identification -Journal responses -Graphic organizers <p>Summative:</p> <ul style="list-style-type: none"> -Science Fiction Story* -Unit Test* -Tests and quizzes 	<p>6.1.12: The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.</p> <p>The increased economic prosperity and opportunities experienced by many masked growing</p>	<p>9.1.12. C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.</p> <p>9.1.12. C.5 Assume a leadership position by guiding the</p>

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<p>good writers do?</p> <p>What’s my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>What do good researchers do?</p> <p>Why write?</p> <p>What do good writers do?</p> <p>What makes collaboration meaningful?</p> <p>“What I say” versus “how I say it”, does it really matter?</p> <p>Why do rules of language</p>	<p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.</p> <p>Writing should be purposely focused, detailed, organized, and sequences in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involved selecting</p>	<p>their development; summarize the key supporting details and ideas.</p> <p>RL.9-10.4: 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>RL.9-10.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>RL.9-10.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RL.10.10 Read and comprehend</p>	<p>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 and choices on meaning and tone.</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within in, and manipulate time create such effects as mystery, tension, or surprise.</p> <p>Analyze the representation of a subject or key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p>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>language and figurative language.</p> <p>Analyze why authors choose specific words to evoke a particular meaning or tone.</p> <p>Analyze how specific word choices build upon one another to create a cumulative impact on the overall meaning and tone of a text.</p> <p>Analyze a text and determine why an author chose to present his/her text using a particular structure.</p> <p>Analyze how an author’s choice of text structure creates such effects as mystery, tension, or surprise.</p> <p>Determine what is emphasized or absent in each artistic medium.</p> <p>Analyze the impact of a particular subject or key scene from another artistic medium.</p> <p>Use reading strategies to understand difficult complex text.</p>		<p>tensions and disparities experienced by some individuals and groups.</p> <p>The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups.</p> <p>6.3.12: Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.</p> <p>6.2.12: Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.</p>	<p>thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <p>9.1.12. D.2 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.</p> <p>9.1.12. F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.1.12. F.6 Relate scientific advances (e.g., advances in medicine) to the creation of new</p>

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<p>matter?</p> <p>When a word doesn't make sense, what can I do?</p>	<p>appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Presentation of knowledge and ideas is enhanced</p>	<p>complex literary and informational texts independently and proficiently.</p> <p>RI.9-10.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.9-10.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.9-10.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.10.10: Read and comprehend complex literary and informational texts</p>	<p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.</p> <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or more point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>Use a variety of techniques to sequence events so they build on one another to create a coherent whole.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<p>Reread a text to find more information or clarify ideas.</p> <p>Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p>Analyze writing to determine if the purpose and audience have been fully addressed and revise when necessary.</p> <p>Prepare multiple drafts using revisions and edits to develop and strengthen my writing.</p> <p>Recognize when revising, editing, and rewriting are not enough, and try a new approach.</p> <p>Demonstrate understanding of the subject under investigation.</p> <p>Compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.</p> <p>Determine a writing format/ style to fit my task,</p>			<p>ethical dilemmas.</p>

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	<p>through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p> <p>Effective communication of ideas when speaking and writing relies on the appropriate use of the conventions of language.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>independently and proficiently.</p> <p>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.</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.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.9-10.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating</p>	<p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Use organizational/formatting structures (graphic organizers) to develop my writing ideas.</p> <p>Compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose or audience.</p> <p>Conduct short as well as more sustained research projects to answer a 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>Apply grades 9-10 Reading</p>	<p>purpose, and/or audience.</p> <p>Write for a variety of reasons.</p> <p>Participate in discussion by posing questions that connect the ideas of several speakers, responding to questions, elaborating on my own ideas and/or the ideas of others to propel discussion.</p> <p>Make relevant observations and use my ideas and comments to relate the current discussion to broader themes or ideas.</p> <p>Respond thoughtfully to diverse perspectives presented in a discussion, integrate them with my own when warranted, and justify my own views based on evidence introduced by others.</p> <p>Identify various reasons for speaking.</p> <p>Use parallel structure correctly in my writing.</p> <p>Recognize when I have not used parallel structure in my writing.</p>			

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		<p>understanding of the subject under investigation.</p> <p>W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>SL.9-10.1: 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>SL.9-10.6: Adapt speech to a variety of contexts and task, demonstrating command of formal</p>	<p>standards to literature and literary nonfiction.</p> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>Initiate 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>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>Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed.</p> <p>Propel conversations by posing and responding to questions that relate the current discussion to broader</p>	<p>Use a semicolon with a conjunctive adverb.</p> <p>Identify and explain when to use semicolons.</p> <p>Use a colon to introduce a list.</p> <p>Identify misspelled words and use resources to assist in spelling correctly.</p> <p>Infer the meaning of unknown words using context clues.</p> <p>Recognize and define common affixes and roots.</p> <p>Break down unknown words into units of meaning to infer the definition of the unknown word.</p> <p>Use patterns of word changes to determine a word's meaning or part of speech.</p> <p>Verify my inferred meaning of an unknown word, its part of speech, and/or its etymology by consulting general and specialized reference</p>			

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		<p>English when indicated or appropriate.</p> <p>L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.4: 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>themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>Adapt speech to a variety of context and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Use parallel structure.</p> <p>Use a semicolon to link two or more closely related independent clauses. Use a colon to introduce a list or quotation.</p> <p>Spell correctly.</p> <p>Use context as a clue to the meaning of a word or phrase.</p> <p>Identify and correctly use patterns of work changes that</p>	<p>materials.</p> <p>Recognize word relationships and use the relationships to further understand multiple words.</p> <p>Recognize the difference between denotative meanings and connotative meanings.</p> <p>Analyze how certain words and phrases that have similar denotations can carry different nuances.</p> <p>Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.</p> <p>Acquire and use college and career readiness level academic and domain-specific words/ phrases to demonstrate proficiency in reading, writing, speaking, and listening.</p>			

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		<p>L.9-10.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.9-10.6: 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>indicate different meanings or parts of speech.</p> <p>Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p>Analyze nuances in the meaning of words with similar denotations.</p> <p>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>				