Winslow Township School District
English Language Arts
Grade 10

Overview: English Language Arts curriculum is developed to provide comprehensive and differentiated instruction and practice for all learners. Effective English Language Arts routines are based upon research and best practices and integrate a multi-discipline approach to ensure that all students make meaningful connections between literacy and other content areas. The goal of literacy instruction is to promote critical thinking, reading proficiency, writing proficiency, and the communication skills necessary to thrive in a global and technological society.

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus NJSLS: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10. 4 RL.9-10.6 RI.9-10.6 WIDA Standards 1, 2, 4, 5	Primary Focus NJSLS: W.9-10.2A,B,C,D,E,F W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus NJSLS: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10. 3 SL9-10.4 SL.9-10.6	Primary Focus NJSLS: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: ● At least one extended text ● 3-5 short texts	Writing Focus: ● Informative and explanatory writing ● Research writing ● Routine Writing	Task Type: ● Conduct discussions ● Report findings	Skill Focus: ● Study and apply grammar ● Study and apply vocabulary

Unit 2	Primary Focus NJSLS:
	
	RL.9-10.1 RI.9-10.1
	RL.9-10.2 RI.9-10.2
	RL.9-10.3 RI.9-10.3
	RL.9-10.4 RI.9-10.4
	RL.9-10.5 RI.9-10.5
	RL.9-10.6 RI.9-10.6
	              RI.9-10.7
	              RI.9-10.8
	              RI.9-10.9
	WIDA Standards 1, 2, 4, 5
		Primary Focus NJSLS:
		W.9-10.1A,B,C,D,E
		W.9-10.2
		W.9-10.3
		W.9-10.4
		W.9-10.5
		W.9-10.6
		W.9-10.10
		Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B
			Primary Focus NJSLS:
			SL.9-10.1A,B,C,D
			SL.9-10.2
			SL.9-10. 3
			SL9-10.4
			SL.9-10.5
			SL.9-10.6
				Primary Focus NJSLS:
				L.9-10.1A,B
				L.9-10.2A,B,C
				L.9-10.3A
				L.9-10.4A,B,C,D
				L.9-10.5A,B
				L.9-10.6

	Text Type: ● At least one extended text ● 3-5 short texts	Writing Focus: ● Argumentative writing ● Research writing ● Routine Writing	Task Type: ● Conduct discussions ● Report findings	Skill Focus: ● Study and apply grammar ● Study and apply vocabulary

Unit 3	Primary Focus NJSLS: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RL.9-10.7 RI.9-10.9 RL.9-10.9 WIDA Standards 1, 2, 4, 5	Primary Focus NJSLS: W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus NJSLS: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10. 3 SL9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus NJSLS: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: At least one extended text 3-5 short texts	Writing Focus: ● Narrative writing ● Research writing ● Routine Writing	Task Type: ● Conduct discussions ● Report findings	Skill Focus: ● Study and apply grammar ● Study and apply vocabulary
Unit 4	Primary Focus NJSLS: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RL.9-10.9 RI.9-10.9 RL.9-10.10 RI.9-10.10 WIDA Standards 1, 2, 5	Primary Focus NJSLS: W.9-10.1A,B,C,D,E,F W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus NJSLS: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10. 3 SL9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus NJSLS: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: At least one extended text 3-5 short texts	Writing Focus: ● Informational/explanatory writing ● Research writing ● Routine writing	Task Type: ● Conduct discussions ● Report findings	Skill Focus: ● Study and apply grammar ● Study and apply vocabulary
Suggested Open Educational Resources	Reading ● Close Reading Literature: "The Celebrated Frog of Calaveras County" ● Close Reading Informational Text: "Gettysburg Address" ● 9th and 10th Grade Close Reading Units ● Developing Core Proficiencies from Engage New York	Writing & Language ● Writing Explanatory Essay About the Text "The Celebrated Frog of Calaveras County" ● Writing Argument Essays About "Much Ado About Nothing" ● Family Memoir: Getting Acquainted with Generations Before Us ● PARCC Scoring Rubric for Prose Constructed Response Items	Speaking & Listening ● ELA Grade 10 Speaking & Listening ● Grant Wiggins' Socratic Seminar Guidelines ● Developing Core Proficiencies from Engage New York ● Lessons to Use with Popular Stories	Critical Thinking ● Finding Common Ground: Using Logical, Audience-Specific Arguments ● Inquiry Graphic Organizer ● Developing Core Proficiencies from Engage New York ● Lessons to Use with Popular Stories

	• Grade 9 and 10 Common Core Text Exemplars • EBSCOHOST- High Schools • Lessons to Use with Popular Stories • Lessons to Use with Anthologies • English Language Arts Methods: Grades 9-12 Model Lessons • Planning to Assess: How to Align Your Instruction • Close Reading of Literary Texts • UDL Resources • Text Dependent Question Resources • A Case for Reading Examining Challenged and Banned Books	• Purdue Online Writing Lab • Style-Shifting: Examining and Using Formal and Informal Language Styles • ELA Grade 10 Language Conventions • Vocabulary Graphic Organizer • Developing Core Proficiencies from Engage New York • Lessons to Use with Popular Stories • Lessons to Use with Anthologies • English Language Arts Methods: Grades 9-12 Model Lessons	• Lessons to Use with Anthologies • English Language Arts Methods: Grades 9-12 Model Lessons • Anchor Standards for Speaking and Listening • 9-12 Presentation Rubric	• Lessons to Use with Anthologies • English Language Arts Methods: Grades 9-12 Model Lessons • How to Encourage Higher Order Thinking • Bloom's Taxonomy & Depth of Knowledge • Critical Thinking: Two Stories, Two Authors, Same Plots?

Unit 1 Grade 10		
Unit 1 Reading Standards		**Unit 1 Reading Critical Knowledge and Skills**
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.	RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	• Make personal connections, make connection to other texts, and or/make global connections where relevant • Evaluate the relationship between explicit and implicit details and how they contribute to the meaning • Identify explicit and implicit textual evidence • Distinguish the difference between strong and insufficient (unreliable) details • Distinguish text that provides strong support from unsupported, uncertain or insufficient text • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience • Support inference using several examples from the text • Use direct quotes, paraphrase and summarize objectively
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.	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.	• Provide an objective summary of the text • Evaluate a theme and central idea • Analyze how details develop the theme/central idea • Make inferences using implicit and explicit textual evidence • Use the text to draw conclusions about the theme/central idea • Formulate an objective (free of personal bias) summary of the text • Determine how the theme/central idea emerges and is refined or strengthened through key details

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.	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.	RL.9-10.3: ● Use strong textual support to demonstrate deeper understanding of characterization ● Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ● Analyze character interactions as they develop plot ● Evaluate simple and complex relationships and/or events and the effects on plot development
		RI.9-10.3: ● Understand the relationship between a series of ideas or events that are connected ● Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning ● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text ● Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events
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).	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	● Identify key words and evaluate figurative meaning ● Identify key words and evaluate connotative meaning ● Critically examine how word choice impacts meaning ● Critically examine how word choice impacts tone ● Evaluate cumulative impact of word choice ● Critically examine formal vs. informal tone
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.	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.	RL.9-10.6: ● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text
		RI.9-10.6: ● Critically examine the author's overall purpose ● Evaluate how an author uses various rhetorical strategies to advance that purpose
Unit 1 Writing Standards		**Unit 1 Writing Critical Knowledge and Skills**
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. W.9-10.2.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.		● Develop a strong formal style appropriate for the task ● Maintain a tone that is free of bias ● Integrate multimedia when appropriate and effective ● Use relevant and sufficient facts, definitions, details, and quotes ● Use sources that are appropriate to task, audience, and purpose ● Choose precise words and domain-specific vocabulary ● Introduce a topic arranging ideas, concepts, and information to show interrelationships

W.9-10.2.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. W.9-10.2.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. W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. W.9-10.2.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. W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	● Format effectively ● Develop a topic ● Organize graphics ● Provide multimedia when useful ● Use transitions to link together the major sections of the text ● Write a concluding paragraph or section that supports the information presented ● Choose a formal style and objective tone ● Decide what organization is most effective for purpose, audience, and task ● Incorporate facts, definitions, details, quotations and other information as needed
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	● Identify writing task type and its organizational structure ● Identify and understand the writing purpose ● Determine and address the audience appropriately ● Understand and utilize appropriate style
W.9-10.5. 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.	● Develop and use appropriate planning templates ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
W.9-10.6. Use technology, including the Internet, to produce, share, 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.	● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources ● Use various technological platforms to create and evaluate shared writing products
W.9-10.7. (Choice) 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.	● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	● Gather print and digital information ● Assess credibility and accuracy of sources ● Assess whether information from reliable and authoritative sources is relevant ● Utilize quotes within writing to further claims ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)

W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]"). W.9-10.9.B. Apply grades 9-10 Reading 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").	● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. ● Utilize evidence to support analysis, reflection, and research.
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.	● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision
Unit 1 Speaking and Listening Standards	**Unit 1 Speaking and Listening Critical Knowledge and Skills**
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.1.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. SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. SL.9-10.1.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. SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.	● Prepare for discussions ● Read and research materials beforehand ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Collaborate with peers ● Set guidelines for class discussions ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in friendly discussions and decision-making activities ● Reflect, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.	● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading. ● Engage as an active listener and participant ● Use text/source to show fallibility in speaker's reasoning
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.	● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary
Unit 1 Language Standards	**Unit 1 Language Critical Knowledge and Skills**

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  L.9-10.1.A. Use parallel structure.
  L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	● Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively
	● Understand the differences between a phrase and a clause and how to effectively use
	● Identify and use various types of phrases and clauses
	● Vary sentence structure to convey specific meaning and interest in writing and presentation

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
  L.9-10.2.B. Use a colon to introduce a list or quotation.
  L.9-10.2.C.Spell correctly.
	● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses
	● Use a colon to introduce a list or quotation
	● Know and use standard English spelling conventions

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. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work

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. L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase. L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. L.9-10.4.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).	● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns ● Consult reference materials to derive word meanings and correct pronunciation of words ● Trace the etymology of words ● Use context clues to derive word meaning (connotation, denotation, word function and position)
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.	● Interpret and analyze the use of figurative language within a text ● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)
Additional Standards	**Resources**
Century 21st Life and Career Standards describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.	Career Ready Practices U.S. Department of labor Occupational Outlook Handbook Occupational Information Network O*NET New Jersey Student Learning Standards Standard 9 21st Century Life and Careers
World-class Instructional Design and Assessment (WIDA) Standards Framework and its Theoretical Foundations. WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school.	WIDA Proficiency Standards Content Related to WIDA Proficiency Standards

This ELA curriculum is designed to meet the needs of all learners: Level I (Special Education, Special Education Modified/General); Level II (College Preparatory); and Level III (Honors). Differentiation, modifications, accommodations, and enrichment suggestions are provided within this curricular framework.

Grade 10 Unit 1: How We See Things
Collection 1 and *Collection 4*
Essential Questions:

- **How can individuals change interactions from negative to positive?**
- **How do individuals and groups learn to coexist and work together when they disagree?**
- **How can we ensure the rights of the individual are respected?**
- **How do we accept others who are different from ourselves?**
- **Essential Questions for the CCSS Anchor Standards**

District/School Formative Assessment Plan	District/School Summative Assessment Plan
- Complete practice benchmark in ELA (Collections 1-Resources section) -supports PARCC Assessment - Graphic organizer in paraphrasing a seminal document: (Close Reader 10) - Identify the effectiveness of diction and tone in overall meaning of text - Kagan Strategies such as Rally Robin and Chart - Short Constructed Responses demonstrating connections of text to itself, text to relevant personal experience, text to text, and text to world. - Teacher Created Formative Assessment: i.e.: 3 2 1 formative assessment, Exit/Admit Tickets/ One Minute Responses, Admit/ Exit Tickets, Short Answer Response Questions, Quick Writes, K,W.L.S chart, K.W.L.S., etc.	- Complete LinkIt! Grade 10 Form A (supports PARCC assessment) - Teacher created summative assessment - Literary analysis Tasks 1 and 2 (see Primary Writing Focuses) - Collection 1 -Printable-Test (printable assessments online program resources) - Collection 4 Printable Test
District/School Texts	**District/School Supplementary Resources**
Required: *Collection 1* *"What of This Goldfish, Would You Wish?"* Lexile 900 *from* Texas *v.* Johnson Majority Opinion Lexile 1420 *"American Flag Stands for Tolerance"* Lexile 1170	*Collections* **Supplements:** - Close Reader consumable - Video Links in Collections 1 & 5: -History.com - A&E

- *The Wife's Story* (Close Reader) Lexile 880 **_OR_** *from* The Universal Declaration of Human Rights (Close Reader) Lexile 1490
- *My So-called Enemy*

Required: *Collection 4*
- *"We grow accustomed to the Dark"/"B*efore I got my eye put out"
- *"Coming to Our Senses"* Lexile 1310
- *"The Trouble with Poetry"/"Today"* **OR** "Every Second Counts" Lexile 1090 **OR** "Whale Sharks Use Geometry to Avoid Sinking" Lexile 1530

Optional: *Collection 1*
- *"My So-Called Enemy"*
- *"The Lottery"* Lexile 1140
- "Without Title"

Optional: *Collection 4*
- "The Night Face Up" Lexile 1210 **OR** "The Math Instinct" Lexile 1210
- "Musee des Beaux Arts" **OR** "Landscape with the Fall of Icarus"

Differentiated Levels of Texts:
Level I
- No, beauty is not in the eye of the beholder, say the Ancient Greeks
- Why do people risk their lives for the perfect selfie?
- Cisneros, Sandra House on Mango Street http://www.sdshs.net/ourpages/auto/2015/10/15/48627869/HouseOnMangoSt_PDF.pdf
- Fleischman, Paul Seedfolks

Level II
- Nobel Peace Prize: extraordinary Malala a powerful role model

- Channel One News
- HMHFYI.com
- Digital Notebook
- Interactive Lessons Level Up Tutorials
- More Texts by Collection (*Online Resource requires Login*)

Web Resources:
- *Actively Learn* *https://read.activelylearn.com*
- *Adolescent Literature* *http://www.adlit.org/*
- *Audio Books Synchttp://audiobooksync.com/*
- *Common Lit Reading* CommonLit | Free Reading Passages and Literacy Resources
- *Core Standards Appendix A* *http://www.corestandards.org/assets/Appendix_B.pdf*
- *Core Standards Appendix C* http://www.corestandards.org/assets/Appendix_C.pdf
- *Edmodo* www.edmodo.com
- *Free Rice* Freerice.com
- *Internet4Classrooms* Internet4Classrooms
- *Kahoot* www.kahoot.com
- *Khan Academy* *https://www.khanacademy.org/humanities*
- *Lexile Ranges by Grade* Lexile Ranges By Grade
- *Media Center Database Resources* WTHS DATABASES 2017-2018
- *News ELA* *www.Newsela.com*
- *No More Red Ink* *https://www.noredink.com/*
- *PBS Learning Media* *https://www.pbslearningmedia.org/*
- *Purdue Owl* *https://owl.english.purdue.edu/owl/*
- *Quizlet* www.quizlet.com
- *Read Write Think* www.readwritethink.com
- *Root Words* *http://mseffie.com/assignments/roots/roots.html*
- *SAT Prep* www.satprep.com
- *Scholastic* *https://www.scholastic.com/teachers/search-results/?search=1&filters=&text=9-12*
- *Teen Ink* *teenink.com*
- *Teen Reads* *https://www.teenreads.com/*

Level III
- Henry, O "A Retrieved Reformation"
- Dahl, Ronald. "A Lamb to the Slaughter"

Independent Reading: (Controlled choices by teacher or student selected with teacher's approval)

Required Vocabulary:
- Sadlier: *Vocabulary Workshop* Level E *(Weekly/Biweekly)*
- *Collections* Critical Vocabulary
- Academic Vocabulary (words traditionally used in academic dialogue and text, i.e. annotate, interpret, critique, summarize, etc.) *www.d93schools.org*

- *Think CERCA* ThinkCERCA | Personalized Close Reading & Argumentative Writing
- *Tween Tribune www.tweentribune.com*
- *Utah Education Network https://www.uen.org/7-12interactives/lang_arts.shtml*
- *Vocabulary* Vocabulary
- *Vocabulary Test* Vocabulary Tests and Games on VocabTest.com - Free Vocabular*y*
- *TheWeek theweek.com*
- *YouTube www.youtube.com*
- *Holocaust Resources:* Anti-defamation League lesson Plans, Betrayal of Humanity, Story Corp, Facing History and Nicholas Winton

 Grade-Specific Novels and Other Selections *(to be implemented at Teacher's discretion)*
- Diversity, Equity & Inclusion Educational Resources
https://www.nj.gov/education/standards/dei/

District/School Writing Tasks		
Primary Focus	**Secondary Focus**	**Routine Writing**
Task 1: Literary Analysis Collection 1: "We, as human beings, must be willing to accept people who are different from ourselves."-Barbara Jordan *****Analyze and examine how acceptance is portrayed in the following pieces: "What, of this Goldfish Would You Wish," "Texas v. Johnson Majority Opinion" and "American Flag Stands for Tolerance." (Use MLA format)	● **Required:** Language and Style section found within and following each selection ● **Required:** Students should demonstrate use of *MLA Handbook* (8th Edition) for Style, Formatting, and Research Skills such as: narrowing a topic, citing, finding and evaluating sources, and avoiding plagiarism. 　　-CitationMachine 　　-Style.mla.org ● List of Writing and Research Skills ● Media Center Database Resources WTHS DATABASES 2017-2018 ● Additional resources and topics found in *Collections Teacher Resources* Myhrw.com (requires login) 　　-Grammar notes 　　-Interactive Lessons 　　-Interactive Whiteboard Lessons 　　-Language Workshop 　　-Level Up Tutorials 　　-WordSharp -Writing and Research in a Digital Age 　**Additional Grammar Resources** 　　-Grammarly Handbook 　　-Lynne Truss Eats, Shoots and Leaves (commas) 　　-Patricia T. O'Conner: Woe is I 　　-*Strunk and White: Elements of Style*	● Journal writing-(in particular students can write reactions to selected nonfiction pieces paying close attention to intended audience, literary techniques used, rhetorical devices employed, or strengths/ flaws in argument.) ● Write brief responses to questions (including self-generated questions) to solve problems, to narrow or broaden inquiries, to synthesize multiple sources on a subject, and/or to demonstrate the understanding of a subject under investigation.
Task 2. Literary Analysis/ Explanatory Collection 4: "The question is not what you look at, but what you see." - Henry David Thoreau *Identify and explain how this idea is illustrated in two or more collection texts. (Use MLA format)		

Instructional Best Practices and Exemplars

Instructional Best Practices:
- Explicit Instruction
- Guided Practice
- Guided Inquiry
- Collaboration
- Independent Practice
- Reflection
- Teacher Read Aloud Strategy (teacher-led, targeted, brief, frequent and content enriching pieces)

- **Differentiated Instruction:** Utilize ELL (previously English as a Second Language) support known as English Language Support, at-risk support, and advanced support strategies and activities suggested in the *Collections* planning section for each selection

- **Consult Text Complexity Rubric:** Found in planning section of each selection, useful for instructional modifications and accommodations to meet the demands of text qualitative measures for acquiring meaning.

Learning Levels for Instruction and Assessment

Bloom Taxonomy Action Verbs

Further Standards Integration:
- Review and reinforce skills by utilizing **Level Up Tutorials:** Making inferences, Main Idea, Supporting Details, Analyzing Arguments, Evidence, Universal and Recurring Themes
- Weave in Kagan Structures to reinforce objectives and concepts as well as promote peer collaboration and accountability
- Review and reinforce Interactive Whiteboard Lessons: Evaluating an Argument, Summarizing Text, Author's Purpose and Perspective, Evaluating Arguments, Theme/Central Idea, Role of Setting Interactive Whiteboard Lessons
- Model and practice annotation
- Utilize rubrics in *Collections* and on PARCC
- Connect Interdisciplinary Content (magazines, articles, newspapers, current events)
- Utilize technology to produce, publish, and update individual or shared writing products
- Encourage participation in reading and writing contests as well as submissions to

Exemplars:
- Analytical Writing Strategies: TEPAC
- Appendix of Strategies
- Close Reading Strategies
- Compare and Contrast Strategies
- *Purdue Owl* *https://owl.english.purdue.edu/owl/*
- *Teen Ink www.teenink.com*
- from *Tools and Texts* by Jim Burke
- Exhibit and Analyze model student work

online publications such as *Teen Ink* Teenink.com.
- Challenge students to make video news reports that present summaries of their topics and discussions.
- Encourage students to post/share their report to the class or school website.

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

https://www.usmint.gov/learn/kids/resources/educational-standards

Different ways to teach Financial Literacy.

https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Leveled informational texts via Actively Learn, Newsela, and TweenTribune
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions

- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Graphic organizers
- Sentence Starters
- Consistent structured routine
- Simple and clear classroom rules
- Frequent feedback

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.
Modifications/accommodations may include:

o Audio books	o Use of computer
o Text-to-speech platforms	o Emphasize/highlight key concepts
o Leveled texts	o Recognize success
o Graphic novels	o Provide timelines for work completion
o Leveled informational texts via Actively Learn, Newsela, and TweenTribune	o Break down multi-step tasks into smaller chunks
o Extended time as needed	o Provide copy of class notes
o Read directions aloud	o Graphic organizer
o Assist with organization	o Sentence Starters

ELL Students	Enrichment/Gifted
All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors **WIDA Can Do Descriptors:** ☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Oral Language Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include: • Use of bilingual dictionaries • Personal dictionary • Word Wall • Manipulatives • Pictures, photographs • Modeling and guided practice • Sentence Starters • Response frames • Adapted text/ Leveled Readers • Repeated reading • Graphic Organizers • Provide background knowledge experience • Increase vocabulary (cognates) exposure • Additional SIOP Strategies as described in the following books: o *Making Content Comprehensible for English Language Learners: The SIOP Model*	Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that: • Require higher order thinking, communication, and leadership skills • Differentiate content, process, or product according to student's readiness, interests, and/or learning styles • Provide higher level texts • Expand use of open-ended, abstract questions • Require critical and creative thinking activities with emphasis on research and in-depth study • Provide Enrichment Activities/Project-Based Learning/ Independent Study Additional strategies may be located at the following links: • Gifted Programming Standards • Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy REVISED Bloom's Taxonomy Action Verbs

o *99 Activities for Teaching English Language Arts to English Language Learners*	

Interdisciplinary Connections

Science:
LS4.C: Adaptation ♣ Evolution is a consequence of the interaction of four factors: (1) the potential for a species to increase in number, (2) the genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for an environment's limited supply of the resources that individuals need in order to survive and reproduce, and (4) the ensuing proliferation of those organisms that are better able to survive and reproduce in that environment. (HS-LS4-2) ♣ Natural selection leads to adaptation
Social Studies:
  6.2.12.HistoryCC.5.g: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
  6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
  6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Integration of Technology Standards NJSLS 9-12

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

   8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
   8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.
   8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.

Unit 2 Grade 10		
Unit 2 Reading Standards		**Unit 2 Reading Critical Knowledge and Skills**
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.	RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	- Make personal connections, make connection to other texts, and or/make global connections where relevant - Analyze the text for inferred and literal meanings - Evaluate the relationship between explicit and implicit details and how these details contribute to the meaning of the text - Identify explicit and implicit textual evidence - Distinguish the difference between strong and insufficient (unreliable) details

		• Distinguish text that provides strong support from unsupported, uncertain or insufficient text • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience • Support inference using several examples from the text • Use direct quotes, paraphrase and summarize objectively
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.	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.	• Provide an objective summary of the text • Evaluate a theme and central idea • Analyze how details develop the theme/central idea • Make inferences using implicit and explicit details • Use the text to draw conclusions about the theme/central idea • Formulate an objective (free of personal bias) summary of the text • Determine how the theme/central idea emerges and is refined or strengthened through key details
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.	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.	RL.9-10.3: • Use strong textual support to demonstrate deeper understanding of characterization • Evaluate multiple/conflicting character motivations through analysis of character dialog and actions • Analyze character interactions as they develop plot • Evaluate simple and complex relationships and/or events and the effects on plot development
		RI.9-10.3: • Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected • Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text • Identify and analyze word choice that comprise of a series of ideas or events and how these key words advance tension or plot
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).	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	• Identify key words and evaluate figurative meaning • Identify key words and evaluate connotative meaning • Critically examine how word choice impacts meaning • Critically examine how word choice impacts tone • Evaluate cumulative impact of word choice • Critically examine formal vs. informal tone

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension, or surprise.	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).	RL.9-10.5: ● Evaluate and critically examine how an author has chosen to structure a text and order events within it ● Critically examine and evaluate how the author's choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader
		RI.9-10.5: ● Use strong textual support to analyze how an author structures the text and develops ideas ● Critically examine and evaluate how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text
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.	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.	RL.9-10.6: ● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view
		RI.9-10.6: ● Critically examine the author's overall purpose ● Evaluate how an author uses various rhetorical strategies to advance that purpose
	RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	● Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums ● Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message
	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 fallacious reasoning.	● Evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof ● Use strong textual support to pinpoint any statements that are false and judge if any of the author's reasoning is misleading ● Evaluate what a reliable source is and what makes one questionable ● Identify and understand the argument presented by the author
	RI.9-10.9. Analyze and reflect on (e.g. 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	● Study and evaluate multiple influential U.S. documents especially how they deal with similar themes and concepts

	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.	

Unit 2 Writing Standards	Unit 2 Writing Critical Knowledge and Skills
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.9-10.1.A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. W.9-10.1.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. W.9-10.1.C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W.9-10.1.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. W.9-10.1.E. Provide a concluding paragraph or section that supports the argument presented.	● Use concise and effective language that supports the organization of the argument ● Associate and correlate claim(s), counterclaim (s), reasons, and evidence ● Maintain an appropriate style and tone for the task – omitting personal bias ● Conclude with a paragraph or section that supports the ● Write argumentative texts that examine and communicate complex ideas, concepts, or information clearly and accurately ● Understand how much evidence is needed to satisfactorily support a point ● Treat claims and counterclaims equitably taking into account what the audience knows as well as what concerns they might have ● Develop unity and consistency with words and structure ● Use relevant and sufficient facts, definitions, details, and quotes ● Use sources that are appropriate to task, audience, and purpose ● Choose precise words and domain-specific vocabulary ● Introducing a topic arranging ideas, concepts, and information to show interrelationships ● Format effectively ● Develop a topic ● Organize graphics ● Provide multimedia when useful ● Use transitions to link together the major sections of the text ● Write a concluding statement that supports the information presented ● Choose a formal style and objective tone ● Decide what organization is most effective for purpose, audience, and task ● Determine how many facts, definitions, details, quotations and other information are needed ● Use text evidence to develop analysis and enhance content of argument
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	● Determine writing task type and its appropriate organizational structure ● Identify and understand the writing purpose ● Determine and address the audience appropriately ● Understand and utilize appropriate style
W.9-10.5. 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.	● Develop and use appropriate planning templates ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
W.9-10.6. Use technology, including the Internet, to produce, share, publish, and update individual or shared writing products, taking advantage of technology's	● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources

capacity to link to other information and to display information flexibly and dynamically.	• Use various technological platforms to create and evaluate shared writing products
W.9-10.7. (Choice) 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.	• Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	• Gather print and digital information • Assess credibility and accuracy of sources • Assess whether information from reliable and authoritative sources is relevant • Utilize quotes within writing to further claims • Paraphrase correctly • Follow a standard format for citation (MLA, APA, etc.)

W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
    W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").
    W.9-10.9.B. Apply grades 9-10 Reading 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").
	• Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research
	• Utilize evidence to support analysis, reflection, and research

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.	• Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision • Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences • Synthesize research gathered over shorter time frames into a long-term research project • Manage a long-term research project that incorporates research, reflection, and revision
Unit 2 Speaking and Listening Standards	**Unit 2 Speaking and Listening Critical Knowledge and Skills**
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	• Prepare for discussions • Read and research materials beforehand • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Collaborate with peers

SL.9-10.1.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. SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. SL.9-10.1.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. SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.	● Set guidelines for class discussions ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in friendly discussions and decision-making activities ● Reflect upon, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.	● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source
SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Engage as an active listener and participant ● Use text/source to show fallibility within the speaker's argument
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.	● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation
SL.9-10.5. 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.	● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary
Unit 2 Language Standards	**Unit 2 Language Critical Knowledge and Skills**
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	● Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively

L.9-10.1.A. Use parallel structure. L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	● Understand the differences between a phrase and a clause and how to effectively use ● Identify and use various types of phrases and clauses ● Vary sentence structure to convey specific meaning and interest in writing and presentation
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. L.9-10.2.B. Use a colon to introduce a list or quotation. L.9-10.2.C. Spell correctly.	● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses ● Use a colon to introduce a list or quotation ● Know and use standard English spelling conventions
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. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work
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. L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase. L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. L.9-10.4.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).	● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns ● Consult reference materials to derive word meanings and correct pronunciation of words ● Trace the etymology of words ● Use context clues to derive word meaning (connotation, denotation, word function and position)
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.	● Interpret and analyze the use of figurative language within a text ● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)

Additional Standards	Resources
Century 21st Life and Career Standards describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.	Career Ready Practices U.S. Department of labor Occupational Outlook Handbook Occupational Information Network O*NET New Jersey Student Learning Standards Standard 9 21st Century Life and Careers
World-class Instructional Design and Assessment (WIDA) Standards Framework and its Theoretical Foundations. WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school.	WIDA Proficiency Standards Content Related to WIDA Proficiency Standards

This ELA curriculum is designed to meet the needs of all learners: Level I (Special Education, Special Education Modified/General); Level II (College Preparatory); and Level III (Honors). Differentiation, modifications, accommodations, and enrichment suggestions are provided within this curricular framework.

Grade 10 Unit 2: Relationships between Humans and Nature
Collection 2
Essential Questions:

- **How do humans impact nature?**
- **How does nature impact humans?**
- **How do humans and nature interact?**
- **What parallels can be drawn from the natural world to human behaviors?**
- **Essential Questions for the CCSS Anchor Standards**

District/School Formative Assessment Plan	District/School Summative Assessment Plan
- Kagan Strategies such as Rally Robin and Chart - Short Constructed Responses demonstrating connections of text to itself, text to relevant personal experience, text to text, and text to world. - Teacher Created Formative Assessments: Such as 3 2 1 formative assessment, Exit/Admit Tickets/ One Minute Responses, Short Answer Response Questions, Quick Writes, Quick Quizzes, K.W.L.S.	- Complete LinkIt! Grade 10 Form B (supports PARCC assessment) - Write an analytical essay expressing the importance of accepting and supporting individualism with text evidence - Performance Task A-synthesis mini research report on the interaction between humans and nature (see Primary Writing Task 1) - Performance Task B-compose a narrative illustrating the effects of nature to an author's experiences (see primary writing task 2) - To Kill a Mockingbird: Summative Assessment Projects - To Kill a Mockingbird Objective Test

District/School Texts	District/School Supplementary Resources
Required Reading: *Collection 2* ● *"Called Out "* (Essay) Lexile 1180 ● *"My Life as a Bat"* (Short Story) Lexile 1020 ● *"When I Heard the Learn'd Astronomer"* (Poem) **OR** from *"Hope for Animals and Their World"* (Essay) ● Harper Lee, *To Kill a Mockingbird* Lexile 870 **Optional:** ● "Sea Stars" **(Essay)** Lexile 1210 ● "Starfish" **(Poem)** ● "Emma Marris: in Defense of Everglade Pythons" (Close Reader: Blog Post) Lexile 1360 ● "The Seventh Man" (Short Story) Lexile 910 ● "Carry" (Poem) **Differentiated Levels of Texts:** **Level I** ● Changes in biodiversity ● The Eco Pyramid ● Applegate, Katherine The One and Only Ivan ● Avi What Do Fish Have to Do with Anything? **Level II** ● Frost, Robert. Stopping By Woods on a Snowy Evening **Level III** ● Poe, Edgar Allen "The Black Cat" and "Masque of the Red Death" **Independent Reading:** (Controlled choices by teacher or student selected with teacher's approval) **Required Vocabulary:** ● Sadlier: *Vocabulary Workshop* Level E *(Weekly/Biweekly)*	***Collections* Supplements:** ● *Close Reader* consumable ● Collections Teacher Resources 2: *(Online Resource requires Login)* -History.com -A&E -Channel One News -HMHFYI.com -Interactive Lessons Level Up Tutorials ● Collections Writing Resources *(Online Resource requires Login)* **Web Resources:** ● Media Center Database Resources WTHS DATABASES 2017-2018 ● *Actively Learn https://read.activelylearn.com* ● *CNN ww.cnn.com* ● *Common Lit Reading* CommonLit	Free Reading Passages and Literacy Resources ● *Core Standards Appendix A http://www.corestandards.org/assets/Appendix_B.pdf* ● *Core Standards Appendix C http://www.corestandards.org/assets/Appendix_C.pdf* ● *Edmodo www.edmodo.com* ● *Free Rice* Freerice.com ● *Internet4Classrooms* Internet4Classrooms ● *Kahoot www.kahoot.com* ● *Lexile Ranges by Grade* Lexile Ranges By Grade ● *Media Center Database Resources* WTHS DATABASES 2017-2018 ● *News ElA www.Newsela.com* ● *No More Red Ink https://www.noredink.com/* ● *PBS Learning Media https://www.pbslearningmedia.org/* ● *Purdue Owl https://owl.english.purdue.edu/owl/* ● *Quizlet www.quizlet.com* ● *Readwritethink www.readwritethink.com* ● *SAT Prep www.satprep.com* ● *Teen Ink teenink.com*

● Collections Critical Vocabulary ● Academic Vocabulary (words traditionally used in academic dialogue and text, i.e. annotate, interpret, critique, summarize, etc.) *www.d93schools.org*	● *Think CERCA* ThinkCERCA	Personalized Close Reading & Argumentative Writing ● *Tween Tribune www.tweentribune.com* ● *Vocabulary* Vocabulary ● *Vocabulary Test* Vocabulary Tests and Games on VocabTest.com - Free Vocabulary ● *TheWeek theweek.com* ● *YouTube* www.youtube.com **Grade-Specific Novels and Other Selections** *(to be implemented at Teacher's discretion)* Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/

District/School Writing Tasks		
Primary Focus **Task 1**: **Research Focus Piece:** The texts in this collection present different viewpoints on the relationship between humans and nature. *Choose at least one of the texts read in this collection. *Characterize the relationship between humans and nature reflected in that text. *Gather information about one relationship between humans and one aspect of their natural environment. **Focus questions**: *What is the importance of this relationship? *How are humans and nature intertwined and/or codependent? *How do humans and nature affect each other?	**Secondary Focus** **Required:** Language and Style section found within and following each selection ● **Required:** Students should demonstrate use of *MLA Handbook* (8th Edition) for Style, Formatting, and Research Skills such as: narrowing a topic, citing, finding and evaluating sources, and avoiding plagiarism. 　-CitationMachine 　-Style.mla.org 　-Writing and Research in a Digital Age ● List of Writing and Research Skills ● Media Center Database Resources WTHS DATABASES 2017-2018 ● **Additional resources and topics found in** *Collections Teacher Resources* Myhrw.com (requires login)	**Routine Writing** ● Journal writing (in particular students can write reactions to selected nonfiction pieces paying close attention to intended audience, literary techniques used, rhetorical devices employed, or strengths/ flaws in argument.) ● Write brief responses to questions (including self-generated questions) to solve problems, to narrow or broaden inquiries, to synthesize multiple sources on a subject, and/or to demonstrate the understanding of a subject under investigation.

*How has this relationship changed over time?

Synthesize responses from the focus questions into a 2-3 page written piece. Develop and support a thesis statement integrating three sources.

Graphic Organizer diagram

Task 2: Argumentative Task
The relationship between humans and nature has improved over time due to the influence of human behavior. Agree, disagree or qualify this statement.

-Grammar notes
-Interactive Lessons
-Interactive Whiteboard Lessons
-Language Workshop
-Level Up Tutorials
-WordSharp

● **Additional Grammar Resources**
-Grammarly Handbook
-Lynne Truss Eats, Shoots and Leaves (commas)
-Patricia T. O'Conner: Woe is I
-*Strunk and White: Elements of Style*

Grade-Specific Novels and Other Selections *(to be implemented at Teacher's discretion)*

Instructional Best Practices and Exemplars

Instructional Best Practices:
- Explicit Instruction
- Modeling
- Guided Practice
- Guided Inquiry
- Collaboration
- Independent Practice
- Reflection
- Teacher Read Aloud Strategy (teacher-led, targeted, brief, frequent and content enriching pieces)

- **Differentiated Instruction:** Utilize ELL (previously English as a Second Language) support known as English Language Support, at-risk support, and advanced support strategies and activities suggested in the *Collections* planning section for each selection

- **Consult Text Complexity Rubric:** Found in planning section of each selection, useful for instructional modifications and accommodations to meet the demands of text qualitative measures for acquiring meaning.

Learning Levels for Instruction and Assessment

Exemplars:
- Analytical Writing Strategies: TEPAC
- Appendix of Strategies
- Close Reading Strategies
- Compare and Contrast Strategies
- *Purdue Owl https://owl.english.purdue.edu/owl/*
- *Teen Ink www.teenink.com*
- from *Tools and Texts* by Jim Burke
- *Exhibit and Analyze model student work*

Bloom Taxonomy Action Verbs

Further Standards Integration:
- Review and reinforce skills by utilizing **Level Up Tutorials:** Making inferences, Main Idea, Supporting Details, Analyzing Arguments, Evidence, Universal and Recurring Themes
- Weave in Kagan Structures to reinforce objectives and concepts as well as promote peer collaboration and accountability
- Review and reinforce Interactive Whiteboard Lessons: Evaluating an Argument, Summarizing Text, Author's Purpose and Perspective, Evaluating Arguments, Theme/Central Idea, Role of Setting Interactive Whiteboard Lessons
- Model and practice annotation
- Utilize rubrics in *Collections* and on PARCC
- Connect Interdisciplinary Content (magazines, articles, newspapers, current events)
- Utilize technology to produce, publish, and update individual or shared writing products
- Encourage participation in reading and writing contests as well as submissions to online publications such as *Teen Ink* Teenink.com.
- Challenge students to make video news reports that present summaries of their topics and discussions.
- Encourage students to post/share their report to the class or school website.

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:
Philadelphia Mint
https://www.usmint.gov/learn/kids/resources/educational-standards
Different ways to teach Financial Literacy.
https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504 Students
Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- o Small group instruction
- o Audio books
- o Text-to-speech platforms
- o Leveled texts
- o Leveled informational texts via Actively Learn, Newsela, and TweenTribune
- o Modeling and guided practice
- o Read directions aloud
- o Repeat, rephrase and clarify directions

- o Extended time as needed
- o Break down assignments into smaller units
- o Provide shortened assignments
- o Modify testing format
- o Graphic organizers
- o Sentence Starters
- o Consistent structured routine
- o Simple and clear classroom rules
- o Frequent feedback

Modifications for At Risk Students
Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards. Modifications/accommodations may include:

- o Audio books
- o Text-to-speech platforms
- o Leveled texts
- o Graphic novels
- o Leveled informational texts via Actively Learn, Newsela, and TweenTribune
- o Extended time as needed
- o Read directions aloud
- o Assist with organization

- o Use of computer
- o Emphasize/highlight key concepts
- o Recognize success
- o Provide timelines for work completion
- o Break down multi-step tasks into smaller chunks
- o Provide copy of class notes
- o Graphic organizer
- o Sentence Starters

ELL Students	Enrichment/Gifted

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
 	
WIDA Can Do Descriptors:
☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Oral Language
Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:
 	
- Use of bilingual dictionaries
- Personal dictionary
- Word Wall
- Manipulatives
- Pictures, photographs
- Modeling and guided practice
- Sentence Starters
- Response frames
- Adapted text/ Leveled Readers
- Repeated reading
- Graphic Organizers
- Provide background knowledge experience
- Increase vocabulary (cognates) exposure
- Additional SIOP Strategies as described in the following books:
  o *Making Content Comprehensible for English Language Learners: The SIOP Model*
  o *99 Activities for Teaching English Language Arts to English Language Learners*
	Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:
	
	- Require higher order thinking, communication, and leadership skills
	- Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
	- Provide higher level texts
	- Expand use of open-ended, abstract questions
	- Require critical and creative thinking activities with emphasis on research and in-depth study
	- Provide Enrichment Activities/Project-Based Learning/ Independent Study
	
	Additional strategies may be located at the following links:
	- Gifted Programming Standards
	- Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	- REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections

Science:
LS4.A: Evidence of Common Ancestry and Diversity ♣ Genetic information provides evidence of evolution. DNA sequences vary among species, but there are many overlaps; in fact, the ongoing branching that produces multiple lines of descent can be inferred by comparing the DNA sequences of different organisms. Such information is also derivable from the similarities and differences in amino acid sequences and from anatomical and embryological evidence. (HS-LS4-1)
Social Studies:
  6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
  6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

Integration of Computer Science and Design Thinking NJSLS 8
Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming. • **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Unit 3 Grade 10		
Unit 3 Reading Standards		**Unit 3 Reading Critical Knowledge and Skills**
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.	RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	● Make personal connections, make connection to other texts, and or/make global connections where relevant ● Analyze the text for inferred and literal meanings ● Evaluate the relationship between explicit and implicit details and how it contributes to the meaning of the text ● Identify explicit and implicit textual evidence ● Distinguish the difference between strong and insufficient (unreliable) details ● Distinguish text that provides strong support from unsupported, uncertain or insufficient text ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Use direct quotes, paraphrase and summarize objectively
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.	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.	● Provide an objective summary of the text ● Evaluate a theme and central idea ● Analyze how details develop the theme/central idea ● Make inferences using explicit and implicit text evidence ● Use the text to draw conclusions about the theme/central idea ● Formulate an objective (free of personal bias) summary of the text ● Determine how the theme/central idea emerges and is refined or strengthened through key details
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.	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	RL.9-10.3: ● Use strong textual support to demonstrate deeper understanding of characterization ● Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ● Analyze character interactions as they develop plot ● Evaluate simple and complex relationships and/or events and the effects on plot development

	connections that are drawn between them.	RI.9-10.3: ● Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected ● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text ● Analyze and evaluate word choice that comprise a series of ideas or events and how those key words advance tension or plot
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).	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	● Evaluate figurative meaning ● Evaluate connotative meaning ● Critically examine how word choice impacts meaning ● Critically examine how word choice impacts tone ● Evaluate cumulative impact of word choice ● Critically examine formal vs. informal tone
RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension, or surprise.	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).	RL.9-10.5: ● Evaluate and critically examine how an author has chosen to structure a text and order events within it ● Critically examine how the author's choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader
		RI.9-10.5: ● Use strong textual support to analyze how an author structures the text and develops ideas ● Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text
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.	RI.9-10.6: 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.	RL.9-10.6: ● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view
		RI.9-10.6: ● Critically examine the author's overall purpose ● Evaluate how an author uses various rhetorical strategies to advance that purpose
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		● Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums ● Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message

Arts" and Breughel's Landscape with the Fall of Icarus).	
RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).	- Use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text - Identify allusions - Compare and contrast use of common ideas/topics between texts or allusions within texts

Unit 3 Writing Standards	Unit 3 Writing Critical Knowledge and Skills
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. 　W.9-10.3.A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 　W.9-10.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 　W.9-10.3.C. Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete, and comprehensive piece. 　W.9-10.3.D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 　W.9-10.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	- Convey experiences, real or imagined - Use time as the deep structure of the narrative - Form or structure based on a progression of events that build upon each other - Use effective details using precise language - Create clear point(s) of view established through a narrator, provide characters, and present a situation - Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures - Provide a conclusion to the events they set out at the beginning of their narrative
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	- Determine writing task type and its appropriate organizational structure - Identify and understand the writing purpose - Determine and address the audience appropriately - Understand and utilize appropriate style
W.9-10.5. 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.	- Develop and use appropriate planning templates - Understand and utilize revision techniques - Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
W.9-10.6. Use technology, including the Internet, to produce, share, 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.	- Use technology proficiently for production, publication, and collaboration - Choose and evaluate various platforms - Link and cite multiple sources - Use various technological platforms to create and evaluate shared writing products
W.9-10.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;	- Conduct short and more sustained research projects - Conduct research drawing on multiple sources

narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	- Understand steps of an investigation - Develop an inquiry question - Refocus inquiry/generate additional questions when appropriate - Know how to broaden or narrow an inquiry - Synthesize and summarize information
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	- Gather print and digital information - Assess credibility and accuracy of sources - Assess whether information from reliable and authoritative sources is relevant - Utilize quotes to further claims - Paraphrase correctly - Follow a standard format for citation (MLA, APA, etc.)

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

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.	- Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision - Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences - Synthesize research gathered over shorter time frames into a long-term research project - Manage a long-term research project that incorporates research, reflection, and revision

Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.1.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. SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. SL.9-10.1.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. SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.	● Prepare for discussions ● Read and research materials beforehand ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Collaborate with peers ● Set guidelines for class discussions ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in friendly discussions and decision-making activities ● Reflect upon, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.	● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source
SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading. ● Engage as an active listener and participant ● Use text to show fallibility in speaker's argument
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.	● Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation

SL.9-10.5. 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.	● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary
Unit 3 Language Standards	**Unit 3 Language Critical Knowledge and Skills**
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.A. Use parallel structure. L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	● Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively ● Understand the differences between a phrase and a clause and how to effectively use ● Identify and use various types of phrases and clauses ● Vary sentence structure to convey specific meaning and interest in writing and presentation
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. L.9-10.2.B. Use a colon to introduce a list or quotation. L.9-10.2.C.Spell correctly.	● Use a semicolon or conjunctive adverb to link two or more closely related independent clauses ● Use a colon to introduce a list or quotation ● Know and use standard English spelling conventions
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. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work
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. L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase. L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns ● Consult reference materials to derive word meanings and correct pronunciation of words ● Trace the etymology of words ● Use context clues to derive word meaning (connotation, denotation, word function and position)

L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
    L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.
	● Interpret and analyze the use of figurative language within a text
	● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)

L.9-10.6. Acquire and use accurately grade-appropriate 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.	● Acquire general academic words from content-specific written texts ● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level
Century 21st Life and Career Standards describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.	Career Ready Practices U.S. Department of labor Occupational Outlook Handbook Occupational Information Network O*NET New Jersey Student Learning Standards Standard 9 21st Century Life and Careers
World-class Instructional Design and Assessment (WIDA) Standards Framework and its Theoretical Foundations. WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school.	WIDA Proficiency Standards Content Related to WIDA Proficiency Standards

This ELA curriculum is designed to meet the needs of all learners: Level I (Special Education, Special Education Modified/General); Level II (College Preparatory); and Level III (Honors). Differentiation, modifications, accommodations, and enrichment suggestions are provided within this curricular framework.

Grade 10 Unit 3: Responses to Change
Collection 3
Essential Questions

- **How do we deal with profound changes in our lives?**
- **How do changes add to our development?**
- **Essential Questions for the CCSS Anchor Standards**

District/School Formative Assessment Plan	District/School Summative Assessment Plan
● Collections Text ELA Practice Test 1 ● Kagan Strategies such as Rally Robin and Chart ● 1 minute paper	● ELA Literacy Assessment Unit 3 (Collection Resource Section) ● End of Collection Performance Task A/B ● Complete LinkIt! Grade 10 Form C (supports PARCC assessment) ● Writing Task 1:Explanatory Essay

● Short Constructed Responses demonstrating connections of text to itself, text to relevant personal experience, text to text, and text to world. ● Teacher Created Formative Assessments: Such as Admit Tickets, 3 2 1 formative assessment, Exit Tickets, Short Answer Response Questions, Quick Writes, Quick Quizzes, 321 Countdown K.W.L.S. Chart etc. ● *SOAPSTone activity* ● Performance task assignments following each piece in the section	● Writing Task 2: Reflective Narrative Essay
District/School Texts	**District/School Supplementary Resources**

Required Reading:
"The Metamorphosis" Lexile 1110
Graphic Novel "The Metamorphosis"
"Rivers and Tides"
"the Starry Night" poem and painting
"Simplexity"
 	
Optional Reading:
"Life After People" Lexile 970
 	
Differentiated Levels of Texts:
 	
Level I
● Obama, Barak President Obama's Farewell Speech
● Mary Rourke and Valerie J. Nelson Elie Wiesel dies at 87; Nobel Peace Prize laureate & renowned Holocaust survivor
 	
Level II
● Saki *The Storyteller*
 	
Level III
● Sophocles "Antigone"
● Aleichem, Sholom Tevya and Her Daughters
 	
Independent Reading: (Controlled choices by teacher or student selected with teacher's approval)
	Collections **Supplements:**
	● *Close Reader* consumable
	● Collections Teacher Resources 5:*(Online Resource requires Login)*
	    - History.com
	    - A&E
	    - Channel One News
	    - HMHFYI.com
	    - Interactive Lessons Level Up Tutorials
	● Collections Writing Resources *(Online Resource requires Login)*
	Web Resources:
	● Media Center Database Resources WTHS DATABASES 2017-2018
	● *Actively Learn https://read.acti*
	● *Common Lit Reading* CommonLit
		Free Reading Passages and Literacy Resources
		● *Core Standards Appendix A*
		http://www.corestandards.org/assets/Appendix_B.pdf
		● *Core Standards Appendix C*
		http://www.corestandards.org/assets/Appendix_C.pdf
		● *Edmodo* www.edmodo.com
		● *Free Rice* Freerice.com
		● *Internet4Classrooms* Internet4Classrooms
		● *Kahoot* www.kahoot.com
		● *Lexile Ranges by Grade* Lexile Ranges By Grade
		● *Media Center Database Resources* WTHS DATABASES 2017-2018

Required Vocabulary:
- Sadlier: *Vocabulary Workshop Level E (*Weekly/Biweekly)
- Collections Critical Vocabulary and Vocabulary Strategies
- Academic Vocabulary (words traditionally used in academic dialogue and text, i.e. annotate, interpret, critique, summarize, etc.) *www.d93schools.org*

- *News ElA www.Newsela.com*
- *No More Red Ink https://www.noredink.com/*
- *PBS Learning Media https://www.pbslearningmedia.org/*
- *Purdue Owl https://owl.english.purdue.edu/owl/*
- *Quizlet www.quizlet.com*
- *Readwritethink www.readwritethink.com*
- *SAT Prep www.satprep.com*
- *Teen Ink teenink.com*
- *Think CERCA ThinkCERCA | Personalized Close Reading & Argumentative Writing*
- *Tween Tribune www.tweentribune.com*
- *Vocabulary Vocabulary*
- *Vocabulary Test Vocabulary Tests and Games on VocabTest.com - Free Vocabular*y
- *TheWeek theweek.com*
- *YouTube www.youtube.com*

Grade-Specific Novels and Other Selections (*to be implemented at Teacher's discretion)*

Diversity, Equity & Inclusion Educational Resources
https://www.nj.gov/education/standards/dei/

District/School Writing Tasks		
Primary Focus	**Secondary Focus**	**Routine Writing**

Task 1: Explanatory Essay
"When the winds of change blow, some build walls while others build windmills." Explain how this Chinese proverb addresses change. Select a character or event from this collection which propels change and connects to the Chinese proverb. Use evidence to support thoughts and ideas.
 	
Task 2: Reflective Narrative
Reflect on a time when there was an opportunity to react to change. Did your reaction resemble the wall or the windmill from the Chinese proverb from the Task 1 prompt? In retrospect, what would you do differently in regard to your initial response? Explain.
	● **Required:** Language and Style section found within and following each selection
	● List of Writing and Research Skills
	● Language and Style section found in text following each selection
	● Additional resources and topics found in *Collections Teacher Resources* Myhrw.com (requires login)
	    -Interactive Whiteboard Lessons
	    -Interactive Lessons
	    -Level Up Tutorials
	    -Grammar notes
	    -Language Workshop
	    -WordSharp
	    -Writing and Research in a Digital Age
	● analysis of rhetoric in an argument
	● analyze Shakespearean drama
	● Media Center Database Resources WTHS DATABASES 2017-2018
	● Additional Grammar Resources
	    -Grammarly Handbook
	    -*Strunk and White: Elements of Style*
	    -Lynne Truss Eats, Shoots and Leaves (commas)
	    -Patrica T. O'Conner: Woe is I
		● Journal writing (in particular students can write reactions to selected nonfiction pieces paying close attention to intended audience, literary techniques used, rhetorical devices employed, or strengths/ flaws in argument.)
		
		● Write brief responses to questions (including self-generated questions) to solve problems, to narrow or broaden inquiries, to synthesize multiple sources on a subject, and/or to demonstrate the understanding of a subject under investigation.

Instructional Best Practices and Exemplars	
Instructional Best Practices: ● Explicit Instruction ● Modeling ● Guided Practice ● Guided Inquiry ● Collaboration ● Independent Practice ● Reflection ● Teacher Read Aloud Strategy (teacher-led, targeted, brief, frequent and content enriching pieces) ● **Differentiated Instruction:** Utilize ELL (previously English as a Second Language) support known as English Language Support, at-risk support, and advanced support strategies and activities suggested in the *Collections* planning section for each selection ● **Consult Text Complexity Rubric:** Found in planning section of each selection, useful for instructional modifications and accommodations to meet the demands of text qualitative measures for acquiring meaning. **Learning Levels for Instruction and Assessment** **Bloom Taxonomy Action Verbs** **9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills**	**Exemplars:** ● Appendix of Strategies ● Compare and Contrast Strategies ● Analytical Writing Strategies: TEPAC ● Close Reading Strategies ● from *Tools and Texts* by Jim Burke ● *Exhibit and Analyze model student work* ● *Teen Ink www.teenink.com*

Winslow Township School District
English Language Arts
Grade 10

21st Century Life and Career Standards
The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language. Additional opportunities to address 9.1, 9.2 & 9.4: **Philadelphia Mint** https://www.usmint.gov/learn/kids/resources/educational-standards **Different ways to teach Financial Literacy.** https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504 Students
Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Leveled informational texts via Actively Learn, Newsela, and TweenTribune
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions

- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Graphic organizers
- Sentence Starters
- Consistent structured routine
- Simple and clear classroom rules
- Frequent feedback

Modifications for At Risk Students
Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards. Modifications/accommodations may include:

- Audio books
- Text-to-speech platforms
- Leveled texts
- Leveled informational texts via Actively Learn, Newsela, and TweenTribune
- Extended time as needed
- Read directions aloud
- Assist with organization

- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes
- Graphic organizer
- Sentence Starters

ELL Students	Enrichment/Gifted

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
 	
WIDA Can Do Descriptors:
☑ Listening ☑ Speaking ☑ Reading ☑ Writing ☑ Oral Language
Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:
 	
• Use of bilingual dictionaries
• Personal dictionary
• Word Wall
• Manipulatives
• Pictures, photographs
• Modeling and guided practice
• Sentence Starters
• Response frames
• Adapted text/ Leveled Readers
• Repeated reading
• Graphic Organizers
• Provide background knowledge experience
• Increase vocabulary (cognates) exposure
• Additional SIOP Strategies as described in the following books:
  ○ *Making Content Comprehensible for English Language Learners: The SIOP Model*
  ○ *99 Activities for Teaching English Language Arts to English Language Learners*
	Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:
	
	• Require higher order thinking, communication, and leadership skills
	• Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
	• Provide higher level texts
	• Expand use of open-ended, abstract questions
	• Require critical and creative thinking activities with emphasis on research and in-depth study
	• Provide Enrichment Activities/Project-Based Learning/ Independent Study
	
	Additional strategies may be located at the following links:
	• Gifted Programming Standards
	• Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	• REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections

Science:
ESS3.C: Human Impacts on Earth Systems ♣ The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources. (HS-ESS3-3) ♣ Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation. (HS-ESS3-4)
Social Studies:
6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

Integration of Computer Science and Design Thinking NJSLS 8
Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.   **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Unit Plan 4 Grade 10		
Unit 4 Reading Standards		**Unit 4 Reading Critical Knowledge and Skills**
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.	RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	• Make personal connections, make connection to other texts, and or/make global connections where relevant • Evaluate the relationship between explicit and implicit details and how it contributes to meaning of text • Identify explicit and implicit textual evidence • Distinguish the difference between strong and insufficient (unreliable) details • Distinguish text that provides strong support from unsupported, uncertain or insufficient text • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience • Support inference using several examples from the text • Use direct quotes, paraphrase and summarize objectively • Analyze text for inferred and literal meanings
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.	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.	• Provide an objective summary of the text • Evaluate a theme and central idea • Analyze how details develop the theme/central idea • Make inferences using implicit and explicit text evidence • Use the text to draw conclusions about the theme/central idea • Formulate an objective (free of personal bias) summary of the text • Determine how the theme/central idea emerges and is refined or strengthened through key details

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.	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.	RL.9-10.3: ● Use strong textual support to demonstrate deeper understanding of characterization ● Evaluate multiple/conflicting character motivations through analysis of character dialog and actions ● Analyze character interactions as they develop plot ● Evaluate simple and complex relationships and/or events and the effects on plot development
		RI.9-10.3: ● Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected ● Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text ● Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or plot
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).	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	● Evaluate figurative meaning ● Evaluate connotative meaning ● Critically examine how word choice impacts meaning ● Critically examine how word choice impacts tone ● Evaluate cumulative impact of word choice ● Critically examine formal vs. informal tone
RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension, or surprise.	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).	RL.9-10.5: ● Evaluate and critically examine how an author has chosen to structure a text and order events within it ● Critically examine how the author's choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader
		RI.9-10.5: ● Use strong textual support to analyze how an author structures the text and develops ideas ● Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text
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.	RI.9-10.6: 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.	RL.9-10.6: ● Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States ● Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view

		RI.9-10.6: ● Critically examine the author's overall purpose ● Evaluate how an author uses various rhetorical strategies to advance that purpose
RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).	RI.9-10.9. Analyze and reflect on (e.g. 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.	RL.9-10.9: ● Use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text RI.9-10.9: ● Study and evaluate influential U.S. documents ● Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge
RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.	RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.	● Closely read various forms of literature independently and fluently, including stories, dramas, and poems ● Demonstrate comprehension of various forms of literary text ● Make connections among ideas and between texts ● Consider a wider range of textual evidence ● Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts ● Monitor comprehension ● Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text

Unit 4 Writing Standards	**Unit 4 Writing Critical Knowledge and Skills**

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.
    W.9-10.2.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.
    W.9-10.2.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.
	● Develop a strong formal style appropriate for the task
	● Maintain a tone that is free of bias
	● Integrate multimedia when appropriate and effective
	● Use relevant and sufficient facts, definitions, details, and quotes
	● Use sources that are appropriate to task, audience, and purpose
	● Choose precise words and domain-specific vocabulary
	● Introduce a topic arranging ideas, concepts, and information to show interrelationships
	● Format effectively
	● Develop a topic
	● Organize graphics
	● Provide multimedia when useful

W.9-10.2.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. W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. W.9-10.2.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. W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	● Use transitions to link together the major sections of the text ● Write a concluding paragraph or section that supports the information presented ● Choose a formal style and objective tone ● Decide what organization is most effective for purpose, audience, and task ● Determine how many facts, definitions, details, quotations and other information are needed
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	● Determine writing task type and its appropriate organizational structure ● Identify and understand the writing purpose ● Determine and address the audience appropriately ● Understand and utilize appropriate style
W.9-10.5. 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.	● Develop and use appropriate planning templates ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
W.9-10.6. Use technology, including the Internet, to produce, share, 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.	● Use technology proficiently for production, publication, and collaboration ● Choose and evaluate various platforms ● Link and cite multiple sources ● Use various technological platforms to create and evaluate shared writing products
W.9-10.7. (Choice) 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.	● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	● Gather print and digital information ● Assess credibility and accuracy of sources ● Assess whether information from reliable and authoritative sources is relevant ● Utilize quotes to further claims ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)
W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work	● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. ● Utilize evidence to support analysis, reflection, and research

[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]"). W.9-10.9.B. Apply grades 9-10 Reading 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").	
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.	● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision
Unit 4 Speaking and Listening Standards	**Unit 4 Speaking and Listening Critical Knowledge and Skills**
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.1.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. SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. SL.9-10.1.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. SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.	● Prepare for discussions ● Read and research materials beforehand ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Collaborate with peers ● Set guidelines for class discussions ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in friendly discussions and decision-making activities ● Reflect upon, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.	● Listen to and evaluate multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source
SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Move from passive listener to active participant ● Use text/source to show fallibility in speaker's reasoning

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.	- Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective - Draw information from primary and secondary sources, and provide a conclusion - Organize, develop, and produce a presentation in a style appropriate to my purpose and audience - Present information clearly, concisely, and logically - Use correct eye contact - Adapt volume and tone to audience and purpose - Speak with clear pronunciation
SL.9-10.5. 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.	Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements.
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	- Adapt speech delivery to audience and purpose - Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary
Unit 4 Language Standards	**Unit 4 Language Critical Knowledge and Skills**

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   L.9-10.1.A. Use parallel structure.
   L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
	- Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively - Understand the differences between a phrase and a clause and how to effectively use - Identify and use various types of phrases and clauses - Vary sentence structure to convey specific meaning and interest in writing and presentation

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
   L.9-10.2.B. Use a colon to introduce a list or quotation.
   L.9-10.2.C.Spell correctly.
	- Use a semicolon or conjunctive adverb to link two or more closely related independent clauses - Use a colon to introduce a list or quotation - Know and use standard English spelling conventions

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. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	- Apply knowledge of language to understand how language functions in different situations - Apply knowledge of language to make effective choices to shape the meaning and style - Apply knowledge of language to comprehend more fully when reading, listening, or speaking - Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work
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. L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.	- Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns - Consult reference materials to derive word meanings and correct pronunciation of words - Trace the etymology of words - Use context clues to derive word meaning (connotation, denotation, word position and function)

L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes. L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.	● Interpret and analyze the use of figurative language within a text ● Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk)
Additional Standards	**Resources**
Century 21st Life and Career Standards describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.	U.S. Department of labor Occupational Outlook Handbook Occupational Information Network O*NET New Jersey Student Learning Standards Standard 9 21st Century Life and Careers
World-class Instructional Design and Assessment (WIDA) Standards Framework and its Theoretical Foundations. WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school.	WIDA Proficiency Standards Content Related to WIDA Proficiency Standards

This ELA curriculum is designed to meet the needs of all learners: Level I (Special Education, Special Education Modified/General); Level II (College Preparatory); and Level III (Honors). Differentiation, modifications, accommodations, and enrichment suggestions are provided within this curricular framework.

Grade 10 Unit 4: Great Ambitions
Essential Questions:

- What constitutes true freedom?
- How can determination propel people's desire to win freedom from oppression?
- How can ambition cloud a ruler's ability to lead with a conscience?
- **Essential Questions for the CCSS Anchor Standards**

District/School Formative Assessment Plan	District/School Summative Assessment
- Kagan Strategies such as Rally Robin and Chart 1 minute response - Short Constructed Responses demonstrating connections of text to itself, text to relevant personal experience, text to text, and text to world. - Teacher Created Formative Assessments: Such as Admit Tickets, 3 2 1 formative assessment, Exit Tickets, Short Answer Response Questions, Quick Writes, Quick Quizzes, 321 Countdown K.W.L.S. Chart, etc. - Performance task assignments following each piece in the section	- ELA Literacy Assessment Unit 3 & 4 (Collection Resource Section) - End of Collection Performance Task A/B - Write an informative essay - (Performance Task A, Collection 5) - Write an argumentative essay
District/School Texts	**District/School Supplementary Resources**
Collection 5: Required • *The Tragedy of Macbeth* Lexile 1350 **Collection 6: Required** • "Letter from Birmingham Jail" 1190	**Web Resources:** • Media Center Database Resources WTHS DATABASES 2017-2018 **Web Resources:** • *Actively Learn* https://read.activelylearn.com • *Adolescent Literature* http://www.adlit.org/ • *Audio Books Sync*http://audiobooksync.com/

Required: Career Research Project - Task 2

Century 21st Life and Career Standards describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

Career Ready Practices

U.S. Department of labor Occupational Outlook Handbook

Occupational Information Network O*NET

New Jersey Student Learning Standards Standard 9 21st Century Life and Careers

World-class Instructional Design and Assessment (WIDA) Standards Framework and its Theoretical Foundations. WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school.

WIDA Proficiency Standards

Content Related to WIDA Proficiency Standards

Task 2:Career Research Project

Optional: Collection 5
- from "Why Read Shakespeare?" Lexile 980
- from Macbeth on the Estate
- from Holinshed's Chronicles Lexile 1630
- "The Macbeth Murder Mystery" Lexile 580
- "5:00 p.m., Tuesday, August 23, 2005

Optional: Collection 6
- "Speech at the March on Washington" Lexile 860
- from ""letter to Viceroy, Lord Irwin"
- Documentary Film by BBC: *The Rise to Fame*
- "The Briefcase" Lexile 860
- *Cloudy Day*

Differentiated Levels of Texts:
Level I
- Maupassant, Guy "The Necklace"
- Shelley, Percy Bysshe Ozymandias

- *Common Lit Reading* CommonLit | Free Reading Passages and Literacy Resources
- *Core Standards Appendix A* http://www.corestandards.org/assets/Appendix_B.pdf
- *Core Standards Appendix C* http://www.corestandards.org/assets/Appendix_C.pdf
- *Edmodo* www.edmodo.com
- *Free Rice* Freerice.com
- *Internet4Classrooms* Internet4Classrooms
- *Kahoot* www.kahoot.com
- *Khan Academy* https://www.khanacademy.org/humanities
- *Lexile Ranges by Grade* Lexile Ranges By Grade
- *Media Center Database Resources* WTHS DATABASES 2017-2018
- *News ELA* www.Newsela.com
- *No More Red Ink* https://www.noredink.com/
- *PBS Learning Media* https://www.pbslearningmedia.org/
- *Purdue Owl* https://owl.english.purdue.edu/owl/
- *Quizlet* www.quizlet.com
- *Read Write Think* www.readwritethink.com
- *Root Words* http://mseffie.com/assignments/roots/roots.html
- *SAT Prep* www.satprep.com
- *Scholastic* https://www.scholastic.com/teachers/search-results/?search=1&filters=&text=9-12
- *Teen Ink* teenink.com
- *Teen Reads* https://www.teenreads.com/
- *Think CERCA* ThinkCERCA | Personalized Close Reading & Argumentative Writing
- *Tween Tribune* www.tweentribune.com
- *Utah Education Network* https://www.uen.org/7-12interactives/lang_arts.shtml
- *Vocabulary* Vocabulary
- *Vocabulary Test* Vocabulary Tests and Games on VocabTest.com - Free Vocabulary
- *TheWeek* theweek.com
- *YouTube* www.youtube.com

Level II
- Against the odds: 100% of kids in this program got into college
- Is talent innate or learned? One man tests the theory with ping pong

Level III
- Shakespeare, William. "Julius Caesar"

Independent Reading: (Controlled choices by teacher or student selected with teacher's approval)

Required Vocabulary:
- Sadlier: *Vocabulary Workshop Level E (*Weekly/Biweekly)
- Collections Critical Vocabulary and Vocabulary Strategies
- Academic Vocabulary (words traditionally used in academic dialogue and text, i.e. annotate, interpret, critique, summarize, etc.) *www.d93schools.org*

Grade-Specific Novels and Other Selections (*to be implemented at Teacher's discretion)*
Diversity, Equity & Inclusion Educational Resources
https://www.nj.gov/education/standards/dei/

District/School Writing Tasks

Primary Focus
- Respond to the Performance Task Writing Activity: Write an informative essay: Explain how one aspect of Macbeth's character represents a universal trait. Select texts from these collections to support thesis

AND
- These collections explore the struggle for freedom and ways in which people fight to overcome oppression. What constitutes true freedom? Does the meaning of freedom vary? Synthesize the idea of freedom using texts from these collections.

Secondary Focus
- **Required:** Language and Style section found within and following each selection

- **Required:** Students should demonstrate use of *MLA Handbook* (8th Edition) for Style, Formatting, and Research Skills such as: narrowing a topic, citing, finding and evaluating sources, and avoiding plagiarism.
- List of Writing and Research Skills
  -CitationMachine
  -Style.mla.org
  -Writing and Research in a Digital Age

- Media Center Database Resources
WTHS DATABASES 2017-2018

Routine Writing
- Journal writing (in particular students can write reactions to selected nonfiction pieces paying close attention to intended audience, literary techniques used, rhetorical devices employed, or strengths/ flaws in argument.)

- Write brief responses to questions (including self-generated questions) to solve problems, to narrow or broaden inquiries, to synthesize multiple sources on a subject, and/or to demonstrate the understanding of a subject under investigation.

	● Additional resources and topics found in *Collections Teacher Resources Myhrw.com* (requires login)
	   -Grammar notes
	   -Interactive Lessons
	   -Interactive Whiteboard Lessons
	   -Language Workshop
	   -Level Up Tutorials
	   -WordSharp
	
	Additional Grammar Resources
	   -Grammarly Handbook
	   -Lynne Truss Eats, Shoots and Leaves (commas)
	   -Patricia T. O'Conner: Woe is I
	   -*Strunk and White: Elements of Style*.	

Instructional Best Practices and Exemplars

Instructional Best Practices: ● Explicit Instruction ● Modeling ● Guided Practice ● Guided Inquiry ● Collaboration ● Independent Practice ● Reflection ● Teacher Read Aloud Strategy (teacher-led, targeted, brief, frequent and content enriching pieces) ● **Differentiated Instruction:** Utilize ELL (previously English as a Second Language) support known as English Language Support, at-risk support, and advanced support strategies and activities suggested in the *Collections* planning section for each selection ● **Consult Text Complexity Rubric:** Found in planning section of each selection, useful for instructional modifications and accommodations to meet the demands of text qualitative measures for acquiring meaning. **Learning Levels for Instruction and Assessment**	*Exemplar:* ● Analytical Writing Strategies: TEPAC ● Appendix of Strategies ● Close Reading Strategies ● Compare and Contrast Strategies ● *Purdue Owl https://owl.english.purdue.edu/owl/* ● *Teen Ink www.teenink.com* ● from *Tools and Texts* by Jim Burke ● *Exhibit and Analyze model student work*

Bloom Taxonomy Action Verbs

Further Standards Integration:
- Review and reinforce skills by utilizing **Level Up Tutorials:** Making inferences, Main Idea, Supporting Details, Analyzing Arguments, Evidence, Universal and Recurring Themes
- Weave in Kagan Structures to reinforce objectives and concepts as well as promote peer collaboration and accountability
- Review and reinforce Interactive Whiteboard Lessons: Evaluating an Argument, Summarizing Text, Author's Purpose and Perspective, Evaluating Arguments, Theme/Central Idea, Role of Setting Interactive Whiteboard Lessons
- Model and practice annotation
- Utilize rubrics in *Collections* and on PARCC
- Connect Interdisciplinary Content (magazines, articles, newspapers, current events)
- Utilize technology to produce, publish, and update individual or shared writing products
- Encourage participation in reading and writing contests as well as submissions to online publications such as *Teen Ink* Teenink.com.
- Challenge students to make video news reports that present summaries of their topics and discussions.
- Encourage students to post/share their report to the class or school website.

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:
Philadelphia Mint
https://www.usmint.gov/learn/kids/resources/educational-standards
Different ways to teach Financial Literacy.
https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Leveled informational texts via Actively Learn, Newsela, and TweenTribune
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions

- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Graphic organizers
- Sentence Starters
- Consistent structured routine
- Simple and clear classroom rules
- Frequent feedback

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards. Modifications/accommodations may include:

- Audio books
- Text-to-speech platforms
- Leveled texts
- Graphic novels

- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion

- Leveled informational texts via Actively Learn, Newsela, and TweenTribune
- Extended time as needed
- Read directions aloud
- Assist with organization

- Break down multi-step tasks into smaller chunks
- Provide copy of class notes
- Graphic organizer
- Sentence Starters

ELL Students	Enrichment/Gifted

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
 	
WIDA Can Do Descriptors:
☑ Listening ☑ Speaking ☑ Reading ☑ Writing ☑ Oral Language
Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:
 	
• Use of bilingual dictionaries
• Personal dictionary
• Word Wall
• Manipulatives
• Pictures, photographs
• Modeling and guided practice
• Sentence Starters
• Response frames
• Adapted text/ Leveled Readers
• Repeated reading
• Graphic Organizers
• Provide background knowledge experience
• Increase vocabulary (cognates) exposure
• Additional SIOP Strategies as described in the following books:
  ○ *Making Content Comprehensible for English Language Learners: The SIOP Model*
  ○ *99 Activities for Teaching English Language Arts to English Language Learners*
	Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:
	
	• Require higher order thinking, communication, and leadership skills
	• Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
	• Provide higher level texts
	• Expand use of open-ended, abstract questions
	• Require critical and creative thinking activities with emphasis on research and in-depth study
	• Provide Enrichment Activities/Project-Based Learning/ Independent Study
	
	Additional strategies may be located at the following links:
	• Gifted Programming Standards
	• Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	• REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections
Social Studies: **6.2.12.EconGE.6.a:** Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy. **6.2.12.HistoryCC.5.c**: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities. **6.2.12.HistoryCC.5.f:** Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries. **Arts:** **1.1.12.C.1** Analyze examples of theatre's influence on history and history's influence on theatre in Western and 7 non-Western theatre traditions. Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques. **1.1.12.C.2** Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.

Integration of Computer Science and Design Thinking NJSLS 8
Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming. **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.