

PCTI Curriculum Unit Planner

Content Area:	English Language Arts II – Marking Period 1	Grade(s)	10
Unit Plan Title:	Finding Identity and Purpose		

NJSL Standard(s) Addressed

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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

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

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

RL.9-10.8. (Not applicable to literature)

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).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which

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<p>the points are made, how they are introduced and developed, and the connections that are drawn between them.</p>			
<p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p>			
<p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p>			
<p>RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p>			
<p>RI.9-10.7. 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.</p>			
<p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p>			
<p>RI.9-10.9. 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</p>			
<p>RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.</p>			
<p>.</p>			
<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>			
<ul style="list-style-type: none"> A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented. 			
<p>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.</p>			
<ul style="list-style-type: none"> 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 			

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<p>when useful to aiding comprehension.</p> <ul style="list-style-type: none"> B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). 			
<p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>			
<ul style="list-style-type: none"> A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 			
<p>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.)</p>			
<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>			
<p>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>			
<p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>			
<p>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using 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</p>			

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format for citation (MLA or APA Style Manuals).			
W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.			
<ul style="list-style-type: none"> A. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”). B. Apply <i>grades 9–10 Reading standards</i> 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.			
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 <i>grades 9–10 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively.			
<ul style="list-style-type: none"> A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. 			
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.			
SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.			
SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.			
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.			
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English			
Essential Questions (3-5)			
<ul style="list-style-type: none"> • How do the values and beliefs of characters develop over the course of a text? How are characters influenced by interactions with other characters? • When do personal choices have public implications? 			

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<ul style="list-style-type: none"> • How does a person’s environment help to define them? • How can learning about different cultures and time periods help us to understand the world? 			
Anchor Text			
<ul style="list-style-type: none"> • <i>The Alchemist</i> – Paulo Coelho • <i>The Alchemist</i> - Audio version 			
Informational Texts (3-5)			
Required			
<ul style="list-style-type: none"> • 4 Pillars of Alchemy (PDF) • “Montgomery Bus Boycott” – C. S. King (Textbook) • “Happy” Documentary (You Tube Video) 			
Optional			
<ul style="list-style-type: none"> • Nobel Prize Acceptance Speech - Weisel • Food Inc. - Video 			
Short Texts (1-3)			
Required			
<ul style="list-style-type: none"> • “The Tortoise and The Hare” – Aesop (PDF) • “The Very Old man with Enormous Wings” - Gabriel Garcia Marquez (PDF) • “Narcissus and Echo” - Ovid (PDF) “Choices” – Nikki Giovanni (PDF) • “The Beetle in the Country Bathtub” – John Hall Wheelock (PDF) • “The Road Not Taken” Robert Frost 			
Optional			
<ul style="list-style-type: none"> • “One Day in the Life of Ivan Denisovich” – Solzhenitsyn • <i>Of Mice and Men</i> – John Steinbeck • “These Kinds of Times” – Rich • “The Blind Man and the Elephant” - John Godfrey Saxe • “This is Water” – Howard Koepka 			

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Suggested Writing Assessments			
<p>Textual Analysis: At the invitation of characters in his dream, Santiago begins his quest to pursue an unknown goal. The poem “Choices” poses similar situations where the narrator must also make choices. Compare the quest in the poem and the story. Cite evidence from the descriptions of the characters and compare the challenges each one faced.</p>			
<p>Narrative Writing: Write a personal narrative in which you recall a journey in your life that led you to mature in some way.</p>			
<p>Expository Writing: The book traces the journey of the protagonist Santiago, the boy, and his interaction with various characters who have an impact on him. Identify a character from <i>The Alchemist</i> who influenced Santiago on his journey. Using textual evidence, explain how each character impacted him/his journey and the impact of the character’s interactions on the larger theme(s) of the novel.</p>			

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Targeted Skills - Reading:			
<p>NJSLSA.R1</p> <p>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> Identify and analyze chronological order in writing Analyze Sensory details in literature Develop and practice close-reading skills / apply critical thinking / identify textual evidence to prove a specific point <p>NJSLSA.R3</p> <p>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <ul style="list-style-type: none"> Analyze how complex characters develop over the course of a novel 			
Writing and Grammar Focus:			
Sentence Sense		Word Choice (<i>Write Source</i> pp.532-548)	
<ul style="list-style-type: none"> Parts of Speech (<i>Language Network</i>, Chapter 1) <ul style="list-style-type: none"> Verbs Nouns Pronouns Adjectives Adverbs Prepositions, Conjunctions, and Interjections 		<ul style="list-style-type: none"> Using nouns- specific nouns/appositives Using pronouns - point of view Using verbs - show instead of tell Using adjectives - objective/subjective Using adverbs - answering questions Using prepositions - create action/mood Using subordinating conjunctions- time, cause and effect, and logical order Plurals/Possessives Tense 	
Resources (websites, Blackboard, documents, etc.)			
<ul style="list-style-type: none"> McDougal Littell Literature – World Literature (English Textbook) Blackboard Word Processors Microsoft Office Programs 		<ul style="list-style-type: none"> Online Library Catalog (OPAC) Online Library Databases Online Texts Online Audio Texts 	
Suggested Time Frame:	10 weeks		

PCTI Curriculum Unit Planner

Content Area:	English Language Arts II – Marking Period 2	Grade(s)	10
Unit Plan Title:	Society vs. The Individual (Individual vs. Conformity)		
NJSL Standard(s) Addressed			
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.			

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

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

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

RL.9-10.8. (Not applicable to literature)

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).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences,

paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

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

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

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.

- F. 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.
- G. 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.
- H. 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.
- I. 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.
- J. Provide a concluding paragraph or section that supports the argument presented.

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

- G. 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.
- H. 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.
- I. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- J. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- K. 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.

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

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

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

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

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

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

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

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

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- C. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
- D. 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.

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.

- E. 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.
- F. 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.
- G. 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.
- H. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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

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

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

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

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

Essential Questions (3-5)

- What potential consequences arise when one’s identity conflicts with what is accepted by society? How do fear and desire for acceptance influence human behavior? How does literature demonstrate these potential consequences and behaviors?
- How do authors use symbolism to convey complex thoughts and topics?
- What makes an individual powerful? How does individual power change in relationships with others? Does violence create power or control?

Anchor Text

- *Lord of the Flies* – William Golding
- *Lord of the Flies* – Audio version
- *Lord of the Flies* – Movie version (1963)

Informational Texts (3-5)

Required

- “TERROR IN LITTLETON: THE PSYCHOLOGY: Deeper Truths Sought in Violence by Youths” – Erica Good (New York Times article)

- “Journal: Lord of the Flies” – Frank Rich (New York Times article)
- Maslow’s Hierarchy of Needs
- “Rise of the Violent Little Emperors: Children Lashing Out at Their Parents To Get Their own Way” – Sarah Harris (news article)

Optional

- Teacher selected current video clips
- Teacher selected current newspaper or magazine articles

Short Texts (1-3)

Required

- “Harrison Bergeron” – Kurt Vonnegut
- *House on Mango Street* – Cisneros (Excerpts)

Optional

- *Animal Farm* – George Orwell
- *Song of Myself* – Walt Whitman (Selected poems)

Content Area:	English Language Arts II – Marking Period 2	Grade(s)	10
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Unit Plan Title:	Society vs. The Individual (Individual vs. Conformity)
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Suggested Writing Assessments

Argumentative Writing: Is the desire for power and leadership a character trait for all people? Why? Select either the antagonist or protagonist and cite evidence from the story to support your position. Include evidence from the novel and at least one other source to support your position.

Argumentative Writing: There are those who believe that some people are born to be violent and evil. The behavior of the boys seems to support this belief. Select evidence from the text to support whether or not you believe this to be true.

Literary Analysis: How does William Golding use characters and symbolism in the novel to express ideas about human nature and civilization? Choose a combination of a character and symbol and discuss their allegorical significance in the novel using textual evidence to support your points.

Targeted Skills - Reading:

NJSLSA.R4.

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- Analyze literary devices (symbol, theme, foreshadowing, flashback etc.)

NJSLSA.R3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

- Identify dynamic and flat characters and how they develop over plot
- Make Inferences

Writing and Grammar Focus	
Sentence Sense <ul style="list-style-type: none"> • Types of Sentences <ul style="list-style-type: none"> ○ Declarative, Interrogative, Exclamatory, and Imperative ○ Simple, Compound, and Complex • The Parts of a Sentence - subject, predicate, complement (<i>Language Network</i>, Chapter 2) • Sentence Problems <ul style="list-style-type: none"> ○ Writing Complete Sentences - sentence fragments and run-on sentences (<i>Language Network</i>, Chapter 5) 	Mechanics <ul style="list-style-type: none"> • Punctuation (<i>Language Network</i>, Chapter 11) <ul style="list-style-type: none"> ○ End Punctuation ○ Periods ○ Commas ○ Semicolons and Colons ○ Quotation Marks, Italics, and Underlining
Resources (websites, Blackboard, documents, etc.)	
<ul style="list-style-type: none"> • McDougal Littell Literature – World Literature (English Textbook) • Blackboard • Word Processors • Microsoft Office Programs 	<ul style="list-style-type: none"> • Online Library Catalog (OPAC) • Online Library Databases • Online Texts • Online Audio Texts
Suggested Time Frame:	10 weeks

PCTI Curriculum Unit Planner

Content Area:	English Language Arts II– Marking Period 3	Grade(s)	10
Unit Plan Title:	The Challenges of Change		
NJSL Standard(s) Addressed			
<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or</p>			

surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

RL.9-10.8. (Not applicable to literature)

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).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

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

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

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.

- K. 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.
- L. 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.
- M. 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.
- N. 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.
- O. Provide a concluding paragraph or section that supports the argument presented.

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

- M. 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.
- N. 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.
- O. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- P. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Q. 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.
- R. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

- K. 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.
- L. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- M. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- N. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the

experiences, events, setting, and/or characters.

- O. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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

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

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

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

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

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- E. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
- F. 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.

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.

- I. 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.
- J. 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.
- K. 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.
- L. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and

justify own views. Make new connections in light of the evidence and reasoning presented.

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

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

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

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

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

Essential Questions (3-5)

- How has society adapted to the advancements in science, technology, communication and medicine? How have these advancements augmented or diminished the quality of life?
- How do writers structure their work to reflect their message?
- Why is progress dependent on the ability to adapt? What causes an individual or society to resist change?
- How does literature help us understand what it means to be human?

Anchor Text

- *Frankenstein* – Mary Shelley
- *Frankenstein* – Movie clips
- *Frankenstein* – Audio version

Informational Texts (3-5)

Required

- Bigfoot Encounters (video)
- Episode of Monster Quest (History Channel – video)
- Three current articles on genetics, cloning and in vitro fertilization (Teacher selected)

Optional

- “Are Scientists Playing God? It Depends on Your Religion” – John Tierney, November 20, 2007
- “Use of Animals in Biomedical Research” (article)

Short Texts (1-3)

Required

- “By the Waters of Babylon” - Stephen Vincent Benet
- “Whose Responsible For Our Children” (New York Times article)
- “There Will Come Soft Rains” - Ray Bradbury

Optional

- “The Birthmark” – Hawthorne
- “The Lottery” – Jackson
- “Fire and Ice” – Frost
- “Rime of the Ancient Mariner” – Coleridge
- “Anthem” – Rynd

Content Area:	English Language Arts II – Marking Period 3	Grade(s)	10
Unit Plan Title:	The Challenges of Change		
Suggested Writing Assessments			
<p><u>Narrative Writing:</u> How has the concept of 'monster' changed from the time when Frankenstein was written in the Gothic period to more modern interpretations of monsters today?</p> <p><u>Narrative Writing:</u> Victor Frankenstein created the monster. Could he have helped his creatures become acclimated and gain acceptance in society? What changes could he have made to accomplish this</p> <p><u>Research/Textual Analysis & Synthesis:</u> How have medical advances and technology helped or hindered society today? Cite reasons with evidence from texts and media introduced in this unit to support your view.</p>			
Targeted Skills - Reading:			
<p>NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <ul style="list-style-type: none"> • Distinguishing fact from opinion • Evaluating credibility and reliability of sources • MLA Format <p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <ul style="list-style-type: none"> • Identifying the main idea <p>NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyzing importance of frame narrative</p>			
Writing and Grammar Focus:			
<p>Sentence Sense</p> <ul style="list-style-type: none"> • Sentence Problems <ul style="list-style-type: none"> ○ Agreement - subject and verb, pronoun and antecedent (<i>Language Network</i>, Chapters 7 and 8) ○ Pronoun reference (<i>Language Network</i>, Chapter 8) 		<p>Mechanics</p> <ul style="list-style-type: none"> • Capitalization (<i>Language Network</i>, Chapter 10) <ul style="list-style-type: none"> ○ Common/proper nouns ○ First words ○ Sentences in Parentheses ○ Sections of the Country ○ Titles • Abbreviations • Numbers- numerals or words 	
Resources (websites, Blackboard, documents, etc.)			
<ul style="list-style-type: none"> • McDougal Littell Literature – World Literature (English Textbook) 		<ul style="list-style-type: none"> • Online Library Catalog (OPAC) • Online Library Databases 	

- Blackboard
- Word Processors
- Microsoft Office Programs

- Online Texts
- Online Audio Texts

Suggested Time Frame: 10 weeks

PCTI Curriculum Unit Planner

Content Area:	English Language Arts II – Marking Period 4	Grade(s)	10
Unit Plan Title:	A Study of Shakespeare: Comedy and Tragedy		

NJSL Standard(s) Addressed

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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

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

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s *Landscape with the Fall of Icarus*).

RL.9-10.8. (Not applicable to literature)

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).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

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

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and

Content Area:	English Language Arts II – Marking Period 4	Grade(s)	10
Unit Plan Title:	A Study of Shakespeare: Comedy and Tragedy		

make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

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

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

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

- P. 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.
- Q. 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.
- R. 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.
- S. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective

Content Area:	English Language Arts II – Marking Period 4	Grade(s)	10
Unit Plan Title:	A Study of Shakespeare: Comedy and Tragedy		
<p>for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>T. Provide a concluding paragraph or section that supports the argument presented.</p> <p>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.</p> <p>S. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>T. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>U. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>V. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>X. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>P. 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.</p> <p>Q. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>R. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>S. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>T. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.9-10.4. 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.)</p> <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing</p>			

Content Area:	English Language Arts II – Marking Period 4	Grade(s)	10
Unit Plan Title:	A Study of Shakespeare: Comedy and Tragedy		

products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

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

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

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- G. Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
- H. 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.

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.

- M. 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.
- N. 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.
- O. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- P. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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

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

Content Area:	English Language Arts II – Marking Period 4	Grade(s)	10
Unit Plan Title:	A Study of Shakespeare: Comedy and Tragedy		
<p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English</p>			
Essential Questions (3-5)			
<ul style="list-style-type: none"> • How are history and culture significant to literature and how do we relate it to personal experience and today's world? • How do the classical themes in <i>Julius Caesar/The Taming of the Shrew</i> remain significant for a contemporary audience? • How can language be powerful? • When should we follow the guidance of others and when should we follow our conscience? 			
Anchor Text			
<ul style="list-style-type: none"> • <i>The Taming of the Shrew</i> – William Shakespeare • <i>Julius Caesar</i> – William Shakespeare • <i>Julius Caesar</i> – Video (1970) 			
Informational Texts (3-5)			
Required			
<ul style="list-style-type: none"> • Globe Theatre (Literature Book) • The Real Julius Caesar – Video • Renaissance Art (teacher selected) • The Politics of the Time in Rome (article) • The Roman Forum (Literature Book) • Article on Shakespeare's Female Characters 			
Optional			
<ul style="list-style-type: none"> • Background on William Shakespeare (Literature Book) 			
Short Texts (1-3)			
Required			
<ul style="list-style-type: none"> • <i>Ten Things I Hate About You</i> – Video • "The Goode and the Badde" 			
Optional			
<ul style="list-style-type: none"> • Elements of Drama • Teacher selected poetry 			

Content Area:	English Language Arts II – Marking Period 4	Grade(s)	10
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Unit Plan Title: A Study of Shakespeare: Comedy and Tragedy

Suggested Writing Assessments

Textual Analysis: Identify and analyze the effectiveness of rhetorical devices used in both Marc Antony and Brutus' speeches after Caesar's death. Cite specific evidence from the text to support your response.

Literary Analysis: How does Shakespeare use figurative language and other literary devices in his writing to create humor and/or suspense? Identify at least 3 specific examples of figurative language used and the effect the language has on the work overall. Cite specific evidence to support your response.

Compare/Contrast: Identifying elements in both The Tragedy of Julius Caesar and Taming of the Shrew, compare and contrast Shakespearean comedy and tragedy using textual evidence from each play to support your analysis.

Literary Analysis for Julius Caesar: Identify who better qualifies for the title of tragic hero in Julius Caesar: Julius Caesar or Marcus Brutus? Apply your understanding of tragic hero and use specific examples and textual evidence from the play to support your argument.

Analysis for Taming of the Shrew: How do gender roles affect the attitudes of the characters, and how do these roles surface in the play? Use textual evidence from the play to support your argument.

Targeted Skills - Reading:

NJSLSA.R8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- Identify and analyze persuasive techniques and rhetorical devices in writing
- Evaluate the success of an argument based on persuasive techniques

NJSLSA.R4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- Comprehend and analyze language of Shakespeare specifically multiple-meaning words and phrases

NJSLSA.R9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- compare and contrast elements of drama and usage in comedy and tragedy

Content Area:	English Language Arts II – Marking Period 4	Grade(s)	10
Unit Plan Title:	A Study of Shakespeare: Comedy and Tragedy		
Writing and Grammar Focus			
Sentence Style/Variety			
<ul style="list-style-type: none"> • Parallel construction (<i>Write Source</i> p.550) • Expanding/Combining sentences (<i>Write Source</i> pp.551-556) <ul style="list-style-type: none"> ○ The Phrase- prepositional and appositive phrases (<i>Language Network</i>, Chapter 3) ○ The Clause - independent and subordinate clauses (<i>Language Network</i>, Chapter 4) • Sentence Problems (<i>Language Network</i>, Chapter 9 and <i>Write Source</i> p.559) <ul style="list-style-type: none"> ○ Misplaced modifiers ○ Dangling modifiers 			
Resources (websites, Blackboard, documents, etc.)			
<ul style="list-style-type: none"> • McDougal Littell Literature – World Literature (English Textbook) • Blackboard • Word Processors • Microsoft Office Programs • Online Library Catalog (OPAC) • Online Library Databases • Online Texts • Online Audio Texts 			
Suggested Time Frame:	10 weeks		

VI. Scope and Sequence

English II Scope and Sequence Chart: Skills	I = Introduced D = Developed in depth R = Reinforced
Demonstrate ability to listen effectively	D,R
Engage in formal debates and group discussion	D,R
Develop a paragraph with clear sense of cohesion	D,R
Employ mechanics to generate clear sentences	D,R
Utilize prewriting strategies including graphic organizers	D,R
Edit/revise drafts of manuscripts	D,R
Adapt writing style to a "given" audience	D
Recognize/use varied reference materials	D
Interpret information from multimedia sources	D
Engage in documentation of sources	D
Prepare (speech, essay, review reports) research papers	D
Compile a list of vocabulary words	D
Complete exercises antonyms, analogies, sentence completions	D
Practice strategies for improving comprehension	D
Recognize major literary forms	D
Identify themes	D
Place events in proper sequence	D
Infer character's motives	D
Explain author's purpose	D
Identify literary conventions (flashback, etc.)	D
Interpret figurative language	D
React to persuasive text	D
Explain workplace text.	D
Respond to open-ended questions	D
Complete a standardized writing sample	D

IV. Instructional Strategies Based on Instructional Goals (Applying Universal Design for Learning)

Instructional Strategies commonly utilized in English 2:

- Maps, photos, graphs and other visuals
- Engaging in discussion (whole class/small group)
- Reading silently and aloud
- Listening and speaking activities
- Role playing
- Watching and responding to media
- Brainstorming (think-alouds/written)
- Listing
- Mapping
- Free writing
- Revising and editing
- Participating in small and large groups
- Researching to make connections to texts and classroom discussions
- Learning centers
- Collaborative projects
- Answering questions (oral/written)
- Summarizing
- Debating
- Analyzing texts, discussions, etc.
- Paraphrasing
- Peer teaching
- Conferring
- Interviewing (topic specific questioning/collecting data/creating questions that will get the desired response)
- Competing in teams/debating about controversial topics and literary analysis
- Playing games
- Creating games
- Note taking/note making
- Drafting/writing

English 2 Proficiencies

I. COMMUNICATION SKILLS

1. The student will be able to give speeches of various lengths and types.
2. The student will demonstrate his/her listening abilities in various speaking situations.
3. The student will collaborate by sharing ideas, examples, and insights, productively and respectfully in informal conversation/discussion.
4. The student will master a list of common Greek and Latin root words.
5. The student will be provided vocabulary in context to enhance and reinforce comprehension.
6. The student will familiarize him/herself with antonyms, analogies, sentence completion and reading comprehension exercises
7. The student will recognize the important differences between electronic and non-electronic communication, an awareness of electronic etiquette, and the implications of a permanent, global Internet.

II. WRITING SKILLS

1. The student will be able to develop a paragraph/essay with a clear sense of cohesion.

2. The student will be able to employ mechanics to produce clear, unambiguous sentences.
3. The student will be able to combine and rearrange ideas to create an impact upon the reader.
4. The student will utilize pre-writing strategies in paragraphs, essays and research projects.
5. The student will revise written material to make it more effective.
6. The student will develop awareness of the role of audience, writing as both a process and a product, and the various genres of writing. Students will develop an awareness of the influence of technology on the format of both formal and informal writing.
7. Demonstrate and use textual and graphic organizers.

III. RESEARCH SKILLS

1. The student will be able to interpret data presented in visual form.
2. The student will develop an awareness of credibility of source materials
3. The student will develop an awareness of media messages
4. The student will understand the purpose of citation and demonstrate an awareness of various research and citation formats
5. The student will demonstrate an ability to recognize, obtain, and evaluate non-electronic sources.

IV. LITERACY SKILLS

1. SHORT STORY - Students will be able to:

- A. Recognize relevant details and infer new things from those details
- B. Predict outcomes
- C. Put events in chronological order
- D. Interpret connotative meanings and differentiate them from denotative meanings
- E. Write about themes as they relate to their own lives
- F. Contrast the mood, plot, theme, characters, and settings from different works by the same author and by different authors
- G. Identify archetypal elements from their both literature and their own experiences.

2. NONFICTION - Students will be able to:

- A. Separate subjective from objective details
- B. Describe the influence of time and place upon fact versus fiction
- C. Understand the importance of source in nonfiction
- D. Apply their understanding of nonfiction to evaluate a source for credibility
- E. Continue to develop an awareness of media messages and the evaluation and source credibility
- F. Cite where they get their information from as it relates to their own lives
- G. Demonstrate understanding of how technology influences nonfiction

3. POETRY - Students will be able to:

- A. Identify rhyming, blank, and free verse
- B. Connect rhyme scheme
- C. Understand meter and recognize poetic feet (stressed and unstressed syllables)
- D. Understand the importance of an author's experiences in shaping a work
- E. Understand the audience's role
- F. Paraphrase the stanzas of a poem
- G. Recognize details that create mood

- H. Differentiate between different points-of view
- I. Make inferences about elements in the poem such as characters and objects
- J. Distinguish how individual elements contribute to the poem as a whole
- K. Understand how the mood and tone of a work is created

4. NOVEL - Students will be able to:

- A. Analyze conflict
- B. Write about characters
- C. Recognize symbolism, literary, and rhetorical devices
- D. Identify the themes
- E. Evaluate the novel
- F. Understand character
- G. Understand plot development
- H. Understand cultural and temporal differences and similarities of theme
- I. Appreciate details of setting
- J. Distinguish how individual elements contribute to the novel as a whole
- K. Analyze a novel using one or more elements from a critical theory

5. DRAMA - Students will be able to:

- A. Understand plot structure
- B. Identify a protagonist and an antagonist
- C. Interpret the effect of imagery
- D. Recognize dramatic irony
- E. Understand conflict
- F. Understand tone
- G. Understand metaphorical language
- H. Write about the audiovisual elements of a drama
- I. Describe irony and identify irony in personal experiences
- J. Understand the importance of drama to different cultures, and the importance of drama as a social experience.