

River Dell Regional School District

Language Arts Grade Ten Curriculum 2019



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I. Synopsis

English 10 is designed to guide students to think more deeply and express themselves more exactly. The theme for the year is the process of choosing and pursuing goals. Students will, through interacting with literary characters, learn about the conflict between personal and societal goals/expectations for the individual, the complexities of choosing a course of action that may have both desirable and undesirable results, dealing with disappointment when a dream does not come true, and reimagining goals when it's time to move forward into a new chapter of their lives. Students will use thematic analysis, rhetorical analysis, synthesis and research to contextualize and then internalize the decision-making processes of the characters observed. Anchor texts will be *The Crucible*, *Othello*, *Of Mice and Men*, *House on Mango Street*, and *Joy Luck Club*.

II. Philosophy & Rationale

Stories help us make better decisions by showing us vividly how things might play out as a result of a choice made. They provide a safe venue in which to project consequences and subsequent decisions before we have to make a real-life choice. This year students will learn how to use literature to think about and discuss with others hypothetical actions and potential consequences. It will show them how to use logic to make educated guesses about how their decisions will affect others, and how their actions (or inaction) will affect their future selves. The different types of analysis they will be doing teach them the process of problem-solving: gathering necessary information and examining one aspect at a time of any complex issue, so that they can make an informed decision that's right for them and then move toward their goals.

A. Reading Scaffolding

Based on research on reading from the past forty years, the River Dell Regional Schools English Department supports the three reading principles reported by Richard Allington (2003). Specifically, 1) students read better, when they read more; 2) students learn from their reading when they have consistent opportunities to discuss and write about their reading; and 3) students need explicit instruction in reading comprehension strategies.

B. Writing Scaffolding

Writing instruction in the River Dell Regional Schools English Department includes a balance of student journaling, open-ended responses, and formative writing assessments. Students will write on a variety of subjects, in a variety of genres, for a variety of readers.

Writing Resources

The *Purdue Online Writing Lab (OWL)* web site (<http://owNJSLS L.english.purdue.edu/>) provides explicit writing instruction to foster the writing process: prewriting, drafting, sharing, revising, editing, proofreading, and publishing. Some important teaching points that are detailed on the OWL web site include: an introduction to prewriting, tips for writing a thesis statement, paragraphing in academic writing, and an updated MLA formatting and style guide.

Each writing assignment is supported with a clear writing expectation as represented in the sample writing rubric: Carnegie Mellon Reflection Writing Rubric <https://wwNJSLS NJSLS W.cmu.edu/teaching/assessment/examples/courselevel-bycollege/cfa/tools/reflectionpaper-cfa.pdf> and Turnitin Rubrics <http://turnitin.com/>

C. Learning Objectives

Teachers use The New Jersey Learning Standards to create specific, behavioral and measurable goals. Individual unit and/or lesson objectives will derive directly from the language of the grade-specific standards for Grades 9 and 10; teachers will look to the more general anchor standards for guidance. The comprehensive standards are available at <http://www.NJSLS.NJSLS.W.state.nj.us/education/cccs/2016/ela/>. The NJDOE model curriculum provides “ELL Scaffolded Student Learning Objectives” at <https://www.state.nj.us/education/modelcurriculum/ela/ELLOverview.pdf>

D. MODIFICATIONS for IEP, 504, ELL, G&T, and At-Risk Students

Reading resources will be provided to accommodate different reading levels.

Students will be given options on types of products that will show mastery of a specific skill.

Learning modules will contain learning resources, including but not limited to OneNote, videos, primary sources, PowerPoint, and Movie Maker.

III. Scope & Sequence

There are four thematic based units (Units 1-4); the goal is to study each unit within one marking period.

Unit 1: Title: Pursing a Dream at all Costs
Anchor Text: Othello

Unit 2: Title: Dreams and Expectations
Anchor Text: The Crucible

Unit 3: Title: From Dreams to Nightmares
Anchor Text: Of Mice and Men
Streetcar Named Desire OR Raisin in the Sun

Unit 4: Title: Moving Forward with a New Dream
Anchor Text: House on Mango Street AND Joy Luck Club

Continuous Skill Sets that are taught throughout the school year in each unit:

Set 1: Vocabulary

1. Assigned vocabulary words from context
2. Define words based on context
3. Apply the vocabulary to students' own writing

Set 2: Literary Terms

1. Assign literary terms from context

2. Define terms in context
3. Create authentic application of terms

Set 3: Grammar

1. Understand grammatical terms and concepts
2. Apply these grammatical terms and concepts to their own written and verbal communication

LANGUAGE ARTS GRADE TEN CURRICULUM

UNIT ONE: PURSUING A DREAM AT ALL COSTS (9 WEEKS)

STATE STANDARDS

NJSLS 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.

NJSLS 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.

NJSLS 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.

NJSLS 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).

NJSLS 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

NJSLS 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).

NJSLS 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.

NJSLSA.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

NJSLS 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.)

NJSLS 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.

NJSLS L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLS 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.

NJSLS L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

SNJSLS L.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.

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

NJSLS 6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

NJSLS 6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

NJSLS 6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

BIG IDEAS/COMMON THREADS

The achievement of dreams involves sacrifice and difficult life choices.

ENDURING UNDERSTANDING

Many choices must be made in pursuit of a dream. Unfortunately, what may seem like the right decision at the time could have disastrous consequences. One needs to consider carefully the moral, ethical, and legal implications of one's choices

ANCHOR TEXT:

- Othello

ANCHOR ASSESSMENTS

- Unit exam on Othello
- Test: Literature, Vocabulary
- Memorize and recite and excerpt from Othello OR a personal sonnet
- Rhetorical Analysis Essay
- Write a personal sonnet
- Unit exam on Othello

ESSENTIAL QUESTIONS

- What stands in the way of attaining a dream?
- How does one overcome obstacles along the way?
- How far is one willing to go to achieve a dream?
- How can one develop an understanding of figurative language, and nuances in word meanings?
- How does one evaluate a speaker's point of view and reasoning using evidence and rhetoric form the text?
- What are the ramifications of life choices to achieve dreams and goals?
- How did Shakespeare use allusions?
- What are the references of Shakespeare inherent in modern day literature and media?
- What is the role of language and rhetoric in text and how it is used as a form of persuasion?

LEARNING OBJECTIVES

Students will be able to...

- Consider what stands in the way of attaining a dream
- Explain how one overcomes obstacles along the way
- Understand how far one is willing to go to achieve a dream
- Explain how one can develop an understanding of figurative language, and nuances in word meanings
- Explain how one evaluates a speaker's point of view and reasoning using evidence and rhetoric from the text
- Consider the ramifications of life choices to achieve dreams and goals
- Investigate the use of allusions by Shakespeare
- Recognize references of Shakespeare inherent in modern day literature and media
- Consider the role of language and rhetoric in text and how it is used as a form of persuasion

EXAMPLES OF MODIFIED LEARNING OBJECTIVES BEING ASSESSED

- Students use No Fear Shakespeare and other Shakespearian facsimile when needed.
- Depending on student ability they are asked to analyze character differently.

SUGGESTED LEARNING ACTIVITIES

- Pre-reading research/webquest/videos (i.e. Elizabethan theater; England late 1500s/early 1600s)
- Background on author's life
- Shakespearian language – how to read Shakespeare
- Sonnet analysis
- Locating/Charting rhetoric used by Iago specifically
- Writing sonnets – looking at rhyme scheme (abab cdcd efef gg)
- Journaling (thoughts, questions, criticism, reflection)
- Review and study of character development, diction, and imagery in text
- Vocabulary practice (vocabulary.com; Kahoot; KhanAcademy.org)
- Scene performances – reviewing stage directions, emotions, and pacing
- Text-to-text connections with poems and short stories
- Compare and contrast the play with the film
- Discussions concerning theme, language, and the art of persuasion

DIFFERENTIATED LEARNING ACTIVITIES

- Highlighted texts with important phrases/moments in the text
- Use of graphic organizers
- Mini-lessons in needed skills

RESOURCES

ANCHOR TEXT

- Othello
- Text with various reading levels
- Audio Book

SUPPLEMENTAL RESOURCES

- Kate Chopin “A Pair of Silk Stockings” (Book 3)
- Stephen Crane “A Mystery of Heroism” (Book 2)
- Kenneth Branagh’s version of “Othello” – contemporary version
- Wilson Milam’s version of “Othello” – Shakespeare’s Globe Theatre production
- Julie Henry’s article “Shakespeare and Wordsworth boost the brain, new research reveals”
- Lee Jamieson’s article “Shakespeare Authorship Controversy”
- Leo Africanus’ “The History and Description of Africa” – looking at stereotypes
- Sonnets #18, #29, #71, #116
- “The Count of Monte Cristo” full length film – betrayal theme

MODIFICATIONS

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

LANGUAGE ARTS GRADE TEN CURRICULUM UNIT TWO: DREAMS AND EXPECTATIONS (9 WEEKS)

STATE STANDARDS

- NJSLS 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.
- NJSLS 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.
- NJSLS 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.
- NJSLS 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).
- NJSLS 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.
- NJSLS 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.
- NJSLS 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.
- NJSLS 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.)
- NJSLS 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.
- NJSLS L.9-10.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- NJSLS L.9-10.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- NJSLS 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.
- SNJSLS L.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.
- NJSLS 6.1.12.D.14.d** Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
- NJSLS 6.1.12.D.14.e** Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- NJSLS 6.1.12.D.14.f** Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

BIG IDEAS/COMMON THREADS

Individual dreams often differ from society's expectations, which create tensions that must be mitigated.

ENDURING UNDERSTANDING

The conflict between individuality and conformity is an inherent and enduring theme in history, which results from the tension that perpetually exists between personal dreams and society's expectations.

ANCHOR TEXT:

- The Crucible

ANCHOR ASSESSMENTS

- Thematic Analysis Essay
- Unit exam on The Crucible
- Character presentation, utilizing a chosen mode of technology

ESSENTIAL QUESTIONS

- What inspires a dream?
- What allows people to believe a dream is achievable?
- What occurs when one's dream conflicts with society's expectations?
- How do characters develop over the course of a text and advance the plot or develop the theme?
- How does one develop an argument to support claims in a text using valid reasoning and relevant evidence?

LEARNING OBJECTIVES

Students will be able to...

- Identify what inspires a dream
- Explain what allows people to believe a dream is achievable
- Understand what occurs when one's dream conflicts with society's expectations
- Explain how characters develop over the course of a text and advance the plot or develop the theme
- Explain how one develops an argument to support claims in a text using valid reasoning and relevant evidence

EXAMPLES OF MODIFIED LEARNING OBJECTIVES BEING ASSESSED

- Depending on student ability they are asked to analyze theme and motif differently

SUGGESTED LEARNING ACTIVITIES

- Pre-reading research/webquest/videos (i.e. McCarthyism; Salem Witch Trials)
- Background information on author and time period (i.e. Red Scare; Communism)
- Journaling (thoughts, questions, criticism, reflection)
- Character chart (relationships and personalities)
- Vocabulary practice (vocabulary.com; Kahoot; KhanAcademy.org)
- Discussion on historical inaccuracies
- Review and study of tone, dialogue and mood in text
- Text-to-text connections with poems and short stories
- Writing exercises (paragraph development/organization; revisions and editing)
- Group work concerning character development and theme
- Compare and contrast the novel with the film
- Creative assignments (i.e. life box; game board; original book covers; scrapbooks; playbill; playlist; newspaper; diary)

RESOURCES

ANCHOR TEXT

- The Crucible

SUPPLEMENTAL RESOURCES

- Emerson "Trust Thyself" & "Self-Reliance" & "Nature" (Book 2)
- Hawthorne "The Minister's Black Veil" & "Young Goodman Brown" (Book 2)
- NJSLS NJSLS W.H Auden "The Unknown Citizen" (Book 4)
- In Search of History: Salem Witch Trials (video from History Channel)
- Margaret Atwood "Half-Hanged Mary"
- Adam Goodheart "How to Spot a Witch" (Back of Crucible book)
- Ronald Oakley "The Great Fear" (Back of Crucible book)
- Arthur Miller "Tragedy of the Common Man" & "Again They Drink from the Cup of Suspicion"
- Mike Kubic "The Salem (and other) Witch Hunts" (commonlit.com)
- Henry William Elson "Puritan Laws and Character" (commonlit.com)
- Doug MacGowan "The Dancing Plague of 1518" (commonlit.com)
- Nina Totenberg "High Court Reviews Insanity Defense Case" (commonlit.com)
- Senator Joseph McCarthy "Enemies from Within" speech (commonlit.com)
- William Ernest Henley "Invictus" (commonlit.com)
- wwNJSLS NJSLS W.history.org - "Witchcraft in Salem" & "McCarthyism"
- The Crucible (the full length movie)
- The Twilight Zone episode "The Monsters are Due on Maple Street"
- wwNJSLS NJSLS W.history.com "Joseph R McCarthy" – articles, video clips, speeches

DIFFERENTIATED LEARNING ACTIVITIES

- Highlighted texts with important phrases/moments in the text
- Use of graphic organizers
- Mini-lessons in needed skills
- Utilize technology tools to enhance learning

RESOURCES

ANCHOR TEXT

- The Crucible
- Text with various reading levels
- Audio Book

MODIFICATIONS

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

LANGUAGE ARTS GRADE TEN CURRICULUM

UNIT THREE: FROM DREAMS TO NIGHTMARES (9 WEEKS)

STATE STANDARDS

NJSLS 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.

NJSLS 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.

NJSLS 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.

NJSLS 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.

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

NJSLS 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.)

NJSLS 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.

NJSLS 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).

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

NJSLS L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLS 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.

NJSLS 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.

NJSLS 6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

NJSLS 6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

NJSLS 6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

BIG IDEAS/COMMON THREADS

Oftentimes dreams fail and one must mourn the loss of expectations.

ENDURING UNDERSTANDING

Dreams do not always unfold as expected. Sometimes what one hopes, plans, and strives for cannot come to fruition and instead, we are forced to face the harsh reality of life and its many disappointments.

ANCHOR TEXT

- *Of Mice and Men*
- *Streetcar Named Desire* OR *Raisin in the Sun*

ANCHOR ASSESSMENTS

- Synthesis Essay using multiple sources
- Unit exam on *Of Mice and Men*
- Unit exam on either *Streetcar Named Desire* OR *Raisin in the Sun*
- Test: Literature
- Propose an alternate ending for one of the text
- Informational short essay
- Propose of an alternate ending for one of the text

ESSENTIAL QUESTIONS

- At what point can we recognize the futility of a dream?
- How does one cope when the dream does not meet one's expectations?
- How does one begin to move on from the loss of a dream?
- How does one produce a clear argument using multiple sources with a common purpose?
- How does one determine the significance of unknown and multiple-meaning words and phrases using context clues?
- How do we begin to understand that failed dreams and expectations occur, and life must continue?
- What are the common ideas across multiple works of literature identified through compare/contrast?
- How do you write an essay using multiple sources to support one claim?

LEARNING OBJECTIVES

Students will be able to:

- Recognize the futility of a dream
- Understand how one copes when the dream does not meet one's expectations
- Explain how one begins to move on from the loss of a dream
- Develop a clear argument using multiple sources with a common purpose
- Determine the significance of unknown and multiple-meaning words and phrases using context clues
- Understand that failed dreams and expectations occur, and life must continue
- Identify common ideas across multiple works of literature through compare/contrast
- Effectively write an essay using multiple sources to support one claim

EXAMPLES OF MODIFIED LEARNING OBJECTIVES BEING ASSESSED

- Depending on student ability they are asked to compare and contrast literary elements differently
- Pre-reading research with videos (i.e. The Great Depression; Migrant workers; California 1930s; New Orleans 1940s; Chicago 1950s; Racial tension in America throughout history)

SUGGESTED LEARNING ACTIVITIES

- Pre-reading research/webquests/videos (i.e. The Great Depression; Migrant workers; California 1930s; New Orleans 1940s; Chicago 1950s; Racial tension in America throughout history)
- Background on the authors' lives
- Journaling (thoughts, questions, criticism, reflection)
- Vocabulary practice (vocabulary.com; Kahoot; KhanAcademy.org)
- Discussion on language (slang vs dialect)
- Discussion on friendship, dream, loyalty, and greed – as viewed in multiple sources
- Review and study of imagery, symbolism, syntax, and diction in text
- Text-to-text connections with poems and short stories
- Compare and contrast the novels throughout the year – what is a common thread?
- Creative activities (alternate endings; George on trial; game board; original book cover; diaries; scrapbooks; playbills)

RESOURCES

ANCHOR TEXT

- Of Mice and Men
- Streetcar Named Desire Or Raisin in the Sun

SUPPLEMENTAL RESOURCES

- Washington Irving's "The Devil and Tom Walker" (Book 1)
- Poe "The Raven" & "The Tell-Tale Heart" (Book 1)
- Moby Dick excerpts (Book 2)
- Kate Chopin "The Story of an Hour" (Book 3)

- T.S. Eliot “The Hollow Man” (Book 3)
- Flannery O’Connor “A Good Man is Hard to Find” (Book 3)
- Robert Burns “To a Mouse” poem
- Annalisa Merelli “The Smell of America”
- Sheela Raman “Allergic to America”
- Don Marquis’ “The Lesson of the Moth”
- YouTube video “Invisible America: The Migrant Story”
- wwNJSLS NJSLs W.history.com - “The Great Depression” – for articles and short video clips
- PBS documentary “American Experience: Riding the Rails” –about migrant workers
- Of Mice and Men” full length film
- “Streetcar Named Desire” full length film
- “Raisin in the Sun” full length film
- “Blue Jasmine” full length film – contemporary version of Streetcar
- Langston Hughes “Dreams” & “Dream Deferred”
- Martin Luther King Jr. “I Have a Dream” speech

INHUMANITY/AMISTAD/HOLOCAUST-CIVIL RIGHTS/LGBT EDUCATION

Before reading *A Streetcar Named Desire* we discuss and research the impact Williams’ queerness had on his writing.

MODIFICATIONS

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cues or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

LANGUAGE ARTS GRADE TEN CURRICULUM

UNIT FOUR: MOVING FORWARD WITH A NEW DREAM (9 WEEKS)

STATE STANDARDS

NJSLS 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.

NJSLS 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.

NJSLS 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.

NJSLS 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).

NJSLS 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.

NJSLS 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.

NJSLS 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.

NJSLS 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.

NJSLS 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.

NJSLS 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).

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

NJSLS L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLS L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLS 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.

NJSLS 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.

NJSLS 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.

NJSLS 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.

NJSLS 6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

NJSLS 6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

NJSLS 6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

BIG IDEAS/COMMON THREADS

Failed dreams pave the way for learning from mistakes and moving on.

ENDURING UNDERSTANDING

People often allow themselves to be held back by their experiences and personal failures; however, these events must be evaluated and serve as tools and inspiration for building new dreams.

ANCHOR TEXT:

- House on Mango Street or Joy Luck Club

ANCHOR ASSESSMENTS

- Project Based Learning Activity (Investigating your future)
- Unit exam on House on Mango Street
- Unit exam on Joy Luck Club
- Narrative Writing

ESSENTIAL QUESTIONS

- How does one let go of failures and past mistakes?
- How does one learn from and use the past?
- How do we then create new dreams?
- How does one understand an unfamiliar cultural point of view reflected in texts?
- How does one analyze various perspectives as presented in different mediums, determining

which details are emphasized in each account?

- How does one effectively present information, findings, and evidence to support a future endeavor?
- What are the perspectives from “other” cultures and how do we recognize how culture influences people?
- What problem solving techniques are used to formulate a plan of action to build a formula for a revised dream?
- How do we synthesize information, findings, and evidence in a problem-based learning exercise?

LEARNING OBJECTIVES

Students will be able to...

- Understand how to let go of past failures to pave the way for new inspirations
- Explain how one learns from and uses the past
- Understand how we then create new dreams
- Understand an unfamiliar cultural point of view reflected in texts
- Analyze various perspectives as presented in different mediums, determining which details are emphasized in each account
- Effectively present information, findings, and evidence to support a future endeavor
- Appreciate perspectives from “other” cultures and recognize how culture influences people
- Explore problem solving techniques to formulate a plan of action to build a formula for a revised dream
- Synthesize information, findings, and evidence of a problem-based learning exercise

EXAMPLES OF MODIFIED LEARNING OBJECTIVES BEING ASSESSED

- Depending on student ability they are asked to analyze theme and motif differently
- Text-to-text connections with short stories and a novel
- Compare and contrast the novel to the film as part of synthesis

SUGGESTED LEARNING ACTIVITIES

- Pre-reading research/webquest/videos (i.e. cultures and time periods – China, Mexico, America)
- Background on authors
- Journaling (thoughts, questions, criticism, reflection)
- Vocabulary practice (emphasis on cultural terms and foreign languages)
- Discussion on point of view, voice, and tone in text
- Vignette study – looking at creative writing techniques
- Writing vignettes – focusing on small life moments that had a big impact
- Character charts (relationships and personalities)
- Text-to-text connections with poems and short stories
- Compare and contrast the novel to the film
- Creative activities (movie poster; CD mix by a character; scrapbook; discovered lost letters; diary entries; skit performance (mother and child); where are they now?)

RESOURCES

ANCHOR TEXT

- House on Mango Street
- Joy Luck Club

SUPPLEMENTAL RESOURCES

- Thoreau “Walden” (Book 2)
- Emily Dickinson poems (Book 2)
- William Faulkner “A Rose for Emily” (Book 3)
- Fitzgerald “The Crack Up” (Book 3)
- Views from Different Generations (Book 4)
- Pat Mona “Elena” (Book 4)
- Gary Soto “A Red Palm” (Book 4)
- Robert Frost “The Road Not Taken” (Book 3)
- Amy Tan “Mother Tongue” & “Fish Cheeks” (commonlit.com)
- Tupac Shakur “The Rose that Grew from Concrete” (commonlit.com)
- NPR Staff “Malala Yousafzai: A Normal Yet Powerful Girl” (commonlit.com)
- Jesus Colon “Little Things are Big” (commonlit.com)
- Daniel Beatty “Knock Knock” (commonlit.com)
- Billy Collins “On Turning Ten” (commonlit.com)
- NPR Staff “Healing Brick City: A Newark Doctor Returns Home” (commonlit.com)
- Jessica McBirney “Japan’s Quest for Empire” & “Would You Marry a Stranger”
- Mike Kubic “The Rape of Nanking and a Forgotten Genocide” & “What Past Generations Can Teach Us About Our Future” (commonlit.com)
- Zhao Ban “On Reverence for Parents” & “On the Reverence Due Father and Mother-In-Law” & “On Reverencing the Husband” (ancient texts) (commonlit.com)
- Paul Laurence Dunbar “The Faith Cure Man” (commonlit.com)
- Bob Mondello “Hollywood Dreams of Wealth, Youth, and Beauty” (commonlit.com)
- Kate Chopin excerpts from “The Awakening” (commonlit.com)
- “Joy Luck Club” full length film
- “Parenthood” full length film
- “Real Women Have Curves” full length film

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