Course Title: English 10 Honors

Subject: Language Arts Literacy

Grade Level: 10

Duration: 36 weeks

Prerequisite: English 9 Honors and teacher recommendation

Elective or Required: required

Language Arts Literacy Mission Statement

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever-changing world.

Course Description:

English 10 Honors traces the development of American Literature from Native American origin stories and the journals of the explorers to the present day. Through a rigorous study of all genres of literature as well as informational texts, students will build the foundation for analysis and evaluation of literature expressed through expository and comparative writing as well as scholarly creative projects. Students in the honors level course read more extensively, study and discuss in greater depth and write more comprehensive essays. Students who demonstrate a genuine commitment to learning and sensitivity to literature would benefit from this advanced program of study. Teacher recommendation and a grade of B+ or better in an Honors-level English class or A- or better in a C.P. level English class are required.

Author: Stephanie Pollak
Date Submitted: Summer 2015
Course Title: English 10 Honors
Subject: Language Arts Literacy
English 10 Honors

Topic/Unit: Investigating America

Approximate # Of Weeks: 4

Essential Question: How do differing views of a coming of age experience help us understand what it means to be an American?

Upon completion of this unit students will be able to:

- 9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- 9-10.RI.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).
- 9-10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- 9-10.RI.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
- 9-10.RL.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; provide an objective summary of the text.
- 9-10.RL.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.
- 9-10.RL.9 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 or the Bible or how a later author draws on a play by Shakespeare).
- 9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 9-10.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- 9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully.
when reading or listening.

- 9-10.L.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively

Interdisciplinary Standards (njcccs.org)
- 6.1 U.S. History: America in the World

Activities – include 21st Century Technologies:
- Synthesis: Students will read several perspectives on What is American Literature (text p.1247) and attempt to determine what makes American Literature uniquely American. (9-10.RI.1, 9-10.RI.10, 9-10.W.9)
- Seminar: Students will discuss the coming of age experience as developed in each selection. (9-10.RI.1, 9-10.RI.2, 9-10.RI.6, 9-10.RI.10, 9-10.RL.9)
- Students will work in groups to identify the theme in Mark Twain’s novel and locate significant passages from the text to help develop this theme. Students will then present their findings to the class in a visual/multimedia manner. (9-10.RL.2)
- Seminar: Students will evaluate both authors’ use of humor in their works. Identify techniques, approaches and significant examples from the text. (9-10.RI.5, 9-10.RL.6, 9-10.L.3)
- Students will write a short memoir piece using techniques of narrative (9-10.W.3, 9-10.L.3)
- Students will debate whether or not The Adventures of Huckleberry Finn is racist. Students will be assigned roles and gather evidence in their perspective groups to defend/support their given position. Students will conduct a well-supported, well-organized debate. (9-10.SL.1)

Writing Assignments:
- Annotation of the text
- Essay: Students will write an essay that compares and contrasts how the two books portray the American Experience. (9-10.W.4, 9-10.W.5)
- Essay: Students will analyze rhetorical strategies used in either Twain or Bryson’s work. They will identify three significant rhetorical strategies and develop each with sufficient textual evidence. (9-10.W.4, 9-10.W.5, 9-10.W.9, 9-10.L.3, 9-10.L.6)

Enrichment Activities:
- Read other memoirs by Bill Bryson, including A Walk in the Woods and Notes From a Small Island.

Methods of Assessments/Evaluation:
- Essay test
• Take-home essay
• Homework checks
• Group presentations

Resources: Text, Literature (RL), Informational (RI)
• *The Adventures of Huckleberry Finn* by Mark Twain (RL)
• *The Life and Times of the Thunderbolt Kid* by Bill Bryson (RI)
• from “The Spirit of American Literature” by John Macy (RI)
• from “An Apology for Crudity” by Sherwood Anderson (RI)
• from “The Spirit of Place” by D.H. Lawrence (RI)
• “Hello, Martians, Let Moby-Dick Explain” by Margaret Atwood (RI)
• *Conversations in American Literature*, Bedford/St.Martin's, 2015

Online Resources:
• Teacher webpage
• Google Apps for Education (GAFE)
• MP3 of *The Adventures of Huckleberry Finn* on teacher website
• Collection of images about living in the Atomic Age
English 10 Honors

Topic/Unit: A Meeting of Old and New Worlds: Beginnings to 1750

Approximate # Of Weeks: 4

Essential Questions:
● How does exploring new worlds and cultures help one understand different perspectives?
● What is the importance of religion or faith on early cultures?

Upon completion of this unit students will be able to:
● 9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
● 9-10.RI.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
● 9-10.RI.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
● 9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
● 9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
● 9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
● 9-10.RL.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
● 9-10.RL.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
● 9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
● 9-10.W.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.
● 9-10.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
● 9-10.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
● 9-10.W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
● 9-10.L1: Demonstrate command of the conventions of Standard English grammar and
usage when writing or speaking.

- 9-10.L.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- 9-10.L.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 9-10.L.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 or strategies.
- 9-10.SL.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- 9-10.SL.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Interdisciplinary Standards (njcccs.org)
- 8.1 Computer and Information Literacy
- 8.2 Technology Education
- 6.1 U.S. History and the World
- 6.2 World History, Global Studies
- 6.3 Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:
- Listen to audio clip of Jonathan Edwards’ speech (9-10.RI.7)
- Seminar: Students will examine the “Iroquois Constitution” and compare and contrast it with the U.S. Constitution. Discuss how the Iroquois reflect their values and beliefs through this document. (9-10.RI.6)
- Seminar: Students will identify persuasive devices used in “Sinners in the Hands of an Angry God” and evaluate their effectiveness in context of Puritan values. (9-10.RI.1, 9-10.RI.9)
- Discussion: Students will compare and contrast how Frederick Douglass uses some of the same elements of argument that Jonathan Edwards uses in his speech. (9-10.RI.10.1, 9-10.RI.10.2, 9-10.RI.10.3, 9-10.RI.10.6, 9-10.RI.10.8)
- “Does Anne Bradstreet’s work typify or differ from the other Puritan literature that you have read?” Write a short essay in which you use at least three pieces of textual evidence to support an original thesis statement. (9-10.RI.5, 9-10.RL.4, 9-10.W.2, 9-10.W.4, 9-10.L.4)
- Seminar: Students will discuss whether John Proctor is a tragic hero in The Crucible. Students will provide evidence from the play to support their opinions in essay form. (9-10.RL.3, 9-10.W.4, 9-10.W.5, 9-10.L1, 9-10.L.2, 9-10.L3)
- Students will act out significant scenes in The Crucible. (9-10.RL.7)
- View the film version of The Crucible and compare and contrast it with the play. (9-10.RI.5, 9-10.RL.7)
Writing Assignments:
- Student annotation of *The Crucible*. (9-10.W.4, 9-10.W.9)
- Synthesis: Students will use Chromebooks to research critical interpretations of *The Crucible*, and write a short synthesis paper that develops an analysis of the play, incorporating three or more outside sources. (9-10.RI.1, 9-10.RI.6, 9-10.RL.1, 9-10.W4, 9-10.W.9, 9-10.L1, 9-10.L2, 9-10.SL.4, 9-10.SL.5)
- Essay test on *Crucible* analysis questions. (9-10.W.4)

Enrichment Activities:
- Research background on the Salem Witchcraft Trials
  [http://law2.umkc.edu/faculty/projects/ftrials/salem/SALEM.HTM](http://law2.umkc.edu/faculty/projects/ftrials/salem/SALEM.HTM)
- Research background of Jonathan Edwards
  [https://www.youtube.com/watch?v=-G_kp-MAU7U](https://www.youtube.com/watch?v=-G_kp-MAU7U)
- Read Arthur Miller’s “Why I Wrote the Crucible” (textbook excerpt)
- Read “I Cannot and Will Not Cut My Conscience to Fit This Year’s Fashion” by Lillian Hellman and discuss her response to being investigated by the House Un-American Activities Committee.

Methods of Assessments/Evaluation:
- *Crucible* essay
- Critical reading homework
- Essay Test
- Selection test for textbook works

Resources: Text, Literature (RL), Informational (RI)
- “Iroquois Constitution” – Iroquois (RI)
- “The Author to Her Book” – Anne Bradstreet (RL) and Talkback “Becoming Anne Bradstreet” by Eavan Boland
- “Sinners in the Hands of an Angry God” – Jonathan Edwards (RI)
- “Wonders of the Invisible World” by Cotton Mather
- “What, to the Slave, is the Fourth of July?” by Frederick Douglass
- *The Crucible* – Arthur Miller (RL)
- *Conversations in American Literature*, Bedford/St.Martin’s, 2015

Online Resources:
- Teacher webpage
- Google Apps for Education (GAFE)
- Religion in Eighteenth Century America (National Endowment for the Humanities) (RI.11-12.2, RI.11-12.3)
  This curriculum unit, through the use of primary documents, introduces students to the First Great Awakening, as well as to the ways in which religious-based arguments were used both in support of and against the American Revolution.
English 10 Honors

Topic/Unit: A New Republic: 1750-1830

Approximate # Of Weeks: 2

Essential Questions:
● What is unique about the founding of America?
● How did early Americans use rhetoric to communicate and persuade?

Upon completion of this unit students will be able to:
● 9-10.RI.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.
● 9-10.RI.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.
● 9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
● 9-10.RI.8 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.

Interdisciplinary Standards (njccc.org)
● 9.1 21st Century Life and Career Skills
● 6.1 U.S. History and the World
● 6.3 Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:
● Group Project: Students will read and interpret “Poor Richard’s Almanack” and then create their own Almanacks with original aphorisms as well as interpretations of Franklin’s work. (9-10.W.3)
● Smartboard activity: students will examine the use of persuasive language in revolutionary era documents and will identify persuasive techniques. (9-10.RI.3, 9-10.RI.4, 9-10.RI.8, 9-10.SL.3)

Writing Assignments:
● Text annotation
● Students will write a persuasive speech using the persuasive techniques studied in
Paine, Henry and Jefferson’s documents.(9-10.W.1)

Enrichment Activities:
- Information and activities on the Middle Passage: http://www.pbs.org/wgbh/aia/part1/1p277.html
- Research Benjamin Franklin and his contributions to science, language and philosophy: http://www.fi.edu/franklin/

Methods of Assessments/Evaluation:
- Selection test
- Persuasive speech
- Almanack

Resources: Text, Literature (RL), Informational (RI)
- “Poor Richard’s Almanack” by Ben Franklin (RL)
- “The Declaration of Independence” by Thomas Jefferson (RI)
- “The Declaration of Sentiments” by Elizabeth Cady Stanton (RI)
- “The Speech in the Virginia Convention” by Patrick Henry (RI)
- “The Crisis” by Thomas Paine (RI)
- Conversations in American Literature, Bedford/St.Martin's, 2015

Online Resources:
- Teacher webpage
- Google Apps for Education (GAFE)
- Information about Benjamin Franklin: http://library.thinkquest.org/22254/pra.htm
- Text of Poor Richard’s Almanack http://public.gettysburg.edu/~tshannon/his341/pra1753contents.html
- Declaration of Independence http://www.archives.gov/exhibits/charters/declaration_transcript.html
- Listen to the audio of Patrick Henry’s speech http://www.history.org/almanack/life/politics/giveme.cfm
- Elizabeth Cady Stanton and the Seneca Falls Convention http://www.historynet.com/seneca-falls-convention
English 10 Honors

Topic/Unit: America in Conflict: 1830-1865

Approximate # Of Weeks: 8

Essential Questions:
- What is American Individualism?

Upon completion of this unit students will be able to:

- 9-10.RI.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).
- 9-10.RI.8 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.
- 9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RL.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; provide an objective summary of the text.
- 9-10.RL.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.
- 9-10.RL.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
- 9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
- 9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Interdisciplinary Standards (njcccs.org)
- 6.1 U.S. History: America in the World
- 6.3 Active Citizenship in the 21st Century

Activities – include 21st Century Technologies:
- Listen to audio clips (21st Century Tech)
- Students will read modern examples of civil disobedience and evaluate each in terms of Thoreau’s definition. Each group will share their example and respond to critical reading questions. (9-10.RI.5, 9-10.RI.8)
- Students will observe or recall an experience in nature and write a short reflection piece noting details and feelings associated with this experience. (9-10.W.3)
- Students will keep a reading journal while reading The Scarlet Letter, taking note of all
references to particular symbols and an assigned character. At the end of the novel, students will work in groups to prepare a character analysis and symbol study and present it to the class. (9-10.RL.1, 9-10.RL.2, 9-10.RL.3)

- Seminar: Students will identify single effect and how it is achieved in the works of Edgar Allen Poe. (9-10.RL.7)
- Contemporary Connections: Students will read several short responses to Thoreau’s “Walden” and determine if it is still relevant in current society. (9-10. RL.1, 9-10.RL.4, 9-10.RL.7, 9-10.W.4, 9-10.W.5, 9-10.W.9, 9-10.RL.1, 9-10.RL.2, 9-10.RL.3, 9-10.RL.5, 9-10.RL.6, 9-10.W.6)
- Smartboard: Read and respond to selected poems by Emily Dickinson. Evaluate her use of rhyme, punctuation and style to convey her purpose and tone. Discuss within small groups and share with the class. (9-10.RL.1, 9-10.RL.4)

Writing Assignments:
- Students will conduct a detective’s report to determine the father of Pearl in *The Scarlet Letter*. They will gather textual evidence and use deductive reasoning to determine the father’s identity. (9-10.W.3, 9-10.W.6)
- Students will complete a short descriptive narrative about an experience in nature. (9-10.W.3)
- Students will read several critical evaluations of *The Scarlet Letter* and evaluate the author’s tone, perspective and significant points. Complete a short, critical analysis paragraph.
- Essay test on *The Scarlet Letter*

Enrichment Activities:
- Watch a video of Walden Pond [http://www.youtube.com/watch?v=b0Quw_RPB0U](http://www.youtube.com/watch?v=b0Quw_RPB0U)
- Watch a film version of *The Scarlet Letter* and compare it to the novel.

Methods of Assessments/Evaluation:
- Essay test for *Scarlet Letter*
- Selection test
- Detective’s Report
- Short writing: Critical analysis of *The Scarlet Letter*
- Annotations for readings from Transcendentalism
- Critical Analysis/Synthesis Essay on the relevance of Transcendentalism in contemporary society

Resources:  Text, Literature (RL), Informational (RI)
- *The Scarlet Letter* by Nathaniel Hawthorne (RL)
- “Rip Van Winkle” by Washington Irving (RL)
- “The Fall of the House of Usher” by Edgar Allan Poe (RL)
- “The Raven” by Edgar Allan Poe (RL)
- “Self Reliance” by Ralph Waldo Emerson (RI)
- Talkback: “The Foul Reign of Emerson’s ‘Self Reliance”’ by Benjamin Anstas (RI)
- “Walden” by Henry David Thoreau (RI)
- “Civil Disobedience” by Henry David Thoreau (RI)
• poetry of Emily Dickinson, Henry Wadsworth Longfellow and Walt Whitman (RL)
• from “Narrative of the Life of Frederick Douglass” by Frederick Douglass (RI)
• “Ain’t I a Woman?” by Sojourner Truth (RI)
• “Doing Nothing” by Sue Monk Kidd (RI)
• from “Hamlet’s Blackberry” by William Powers (RI)
• “My Walden, My Walmart” by Crispin Sartwell (RI)
• from “Walden on Wheels” by Ken Ilgunas (RI)
• “A Short History of America” (cartoon) by Robert Crumb (RL)
• *Conversations in American Literature*, Bedford/St.Martin’s, 2015

Online Resources:
• Teacher webpage
• Google Apps for Education (GAFE)
• Lithograph of “The Fall of the House of Usher”
• Information on Walden Pond State Reservation http://www.mass.gov/dcr/parks/walden/
• “Civil Disobedience” full text http://art-bin.com/art/odisob.html
• “Nature” full text
  http://www.vcu.edu/engweb/transcendentalism/authors/emerson/essays/naturetext.html#1
• “Self Reliance” full text http://www.xmission.com/~seldom74/emerson/selfrely.html
• “Rip Van Winkle” audio https://www.youtube.com/watch?v=Nb7QUmj3pTM
• Production of “Rip Van Winkle” https://www.youtube.com/watch?v=zf0dVpbRSA
• “Move Over Thoreau” by Johann Hari
  http://www.slate.com/articles/arts/books/2009/01/move_over_thoreau.html
• Kerry Washington performs “Ain’t I a Woman?”
  https://www.youtube.com/watch?v=yq3AYiRT4no
• “I Will be Heard” - Abolition in America
  http://rmc.library.cornell.edu/abolitionism/index.htm
• “Understanding Self Reliance”
  http://www.transcendentalists.com/self_reliance_analysis.htm
English 10 Honors

Topic/Unit: Reconstructing America: 1865-1913

Approximate # Of Weeks: 2-3

Essential Questions:
- What is an American and how has this definition changed?
- How does the literature of post-Civil War America reflect the conflicts and struggles of this new vision of America?

Upon completion of this unit students will be able to:
- 9-10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RI.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
- 9-10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- 9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 9-10.RL.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; provide an objective summary of the text.
- 9-10.RL.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 such effects as mystery, tension, or surprise.
- 9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
- 9-10.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 9-10.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing
- 9-10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 9-10.W.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.

Interdisciplinary Standards (njcccs.org)
- 6.1 U.S. History and the World
- 6.3 Active Citizenship in the 21st Century
Activities – include 21st Century Technologies:

- Smartboard: Students will read and annotate the poem “Douglass” by Paul Laurence Dunbar and discuss how it reflects the author’s tone and attitude toward Frederick Douglass. Compare this to “Frederick Douglass” (Talkback) by Robert Hayden citing direct evidence from the excerpt to compare and contrast their views of Frederick Douglass. (9-10.RL.1, 9-10.RI.4, 9-10.RI.7, 9-10.RL.7)
- Seminar: students will discuss the use of distorted time sequence and plot structure in “Occurrence at Owl Creek Bridge.” (9-10.RL.5)
- Seminar: students will identify, evaluate and discuss the use of the three types of irony in “The Story of an Hour.” (9-10.RL.1, 9-10.RL.2)
- Discussion: Students will examine tone and rhetoric in “To My Old Master” by Jourdon Anderson. (9-10.RL.1, 9-10.RI.4, 9-10.L.3)
- Seminar: Students will compare style and poetic devices in the poetry of Emily Dickinson and “Emily Dickinson and Elvis Presley in Heaven” by Hans Ostrom (9-10.RL.1, 9-10.RL.2, 9-10.RL.5, 9-10.RL.7, 9-10.L.3)

Writing Assignments:

- Text annotation (9-10.L.3)

Enrichment Activities:

- Watch the film version of “Occurrence at Owl Creek Bridge” and compare it to the story.
- Watch the film version of “Story of an Hour” entitled “Five Stories of an Hour” in which four different versions of the story are told to show different perspectives.
- View presentation of “Taking Off Emily Dickinson’s Clothes” by Billy Collins and examine the author’s perspective on Emily Dickinson.

Methods of Assessments/Evaluation:

- Text annotation.
- Reading check quizzes.
- Short essay.
- Selection test.

Resources: Text, Literature (RL), Informational (RI)

- “To My Old Master” by Jourdon Anderson (RI)
- Various poems by Emily Dickinson (RL)
- “Douglass” by Paul Laurence Dunbar
- “Occurrence at Owl Creek Bridge” by Ambrose Bierce (RL)
- “Story of an Hour” by Kate Chopin (RL)
- Conversations in American Literature, Bedford/St.Martin’s, 2015

Online Resources:

- Teacher webpage
- Google Apps for Education (GAFE)
- Biography of Frederick Douglass http://www.frederickdouglass.org/douglass_bio.html
- Background on Kate Chopin http://www.pbs.org/katechopin/library/storyofanhour.html
English 10 Honors

Topic/Unit: America in the Modern World: 1913-1945
Approximate # Of Weeks: 7
Essential Questions:
  ● How did modernization result in isolation and disillusionment in the early American twentieth century?
  ● How does the literature of the period reflect ideas of Modernism?

Upon completion of this unit students will be able to:
  ● 9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  ● 9-10.RL.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
  ● 9-10.RL.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.
  ● 9-10.RL.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
  ● 9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  ● 9-10.RL.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
  ● 9-10.RL.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.
  ● 9-10.RL.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
  ● 9-10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  ● 9-10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
  ● 9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
  ● 9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
  ● 9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  ● 9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
  ● 9-10.W.4 Produce clear and coherent writing in which the development, organization,
and style are appropriate to task, purpose, and audience.

- 9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.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.

Interdisciplinary Standards (njcccs.org)

- 9.1 21st Century Life and Career Skills
- 8.1 Computer and Information Literacy
- 8.2 Technology Education
- 6.1 U.S. History in the World

Activities – include 21st Century Technologies:

- Listen to audio of T.S. Eliott reading “The Love Song of J. Alfred Prufrock”
- Students will work in groups to research and complete a multi-media project on the Roaring Twenties and The Great Gatsby. Students will choose from several potential projects, including hosting a Roaring Twenties Party, making a film adaptation of the book, making a graphic novel or board game inspired by the novel. (9-10.SL.2, 9-10.SL.5)
- Seminar: Students will identify and interpret symbols in “A Clean, Well-Lighted Place,” applying Hemingway's theory of the iceberg when understanding his story as a reflection of Modernism. (9-10.RL.1, 9-10.RL.4, 9-10.L.5)
- Smartboard activity: Students will work in groups to analyze symbols and themes in The Great Gatsby, collecting direct evidence from the text and presenting their findings to the class. (9-10.SL.6, 9-10.L.5)
- Seminar: Students will examine the views of women as portrayed in several short stories in this unit. How does each story portray the ideas of sanity, control and power for women? (9-10.RL.1, 9-10.RL.6)
- Seminar: Students will recognize tone and compare/contrast “A Clean, Well-Lighted Place” to Hemingway's original. (9-10.RL.1, 9-10.RL.2, 9-10.RL.1, 9-10.RL.6)

Writing Assignments:

- Text annotation
- Students will read and discuss “The Love Song of J. Alfred Prufrock” and then compose their own original dramatic monologue poem inspired by Elliot's poem. (9-10.W.3, 9-10.W.4)
- Essay: Students will complete a detective’s report in which they research the background on Jay Gatsby and make predictions about who he will turn out to be. Students will use textual evidence from the first three chapters of the novel. (9-10.W.1, 9-10.W.3, 9-10.W.4)
- Students will read an outside reading novel and write a research paper in which they locate literary criticism to incorporate into their own literary analysis paper. (9-10.RL.10,

- Essay test on *The Great Gatsby*

**Enrichment Activities:**

- Read and discuss this blog post from the Chicago Sun Times that mentions a “dumbed-down” version of *The Great Gatsby*. [http://blogs.suntimes.com/ebert/2011/07/_did_it_seem_to.html](http://blogs.suntimes.com/ebert/2011/07/_did_it_seem_to.html)
- Read an additional novel by F.Scott Fitzgerald, Ernest Hemingway or William Faulkner

**Methods of Assessments/Evaluation:**

- Selection test on short stories
- Dramatic Monologue
- Multi-media project
- Research Paper
- Essay Test for *The Great Gatsby*

**Resources:** Text, Literature (RL), Informational (RI)

- “The Love Song of J. Alfred Prufrock” by T.S. Eliott (RL)
- “In a Station of the Metro” by Ezra Pound (RL)
- Poetry by e.e. cummings
- “This is Just to Say” by William Carlos Williams (RL)
- “Variations on a Theme” by Kenneth Koch (RL)
- *The Great Gatsby* by F. Scott Fitzgerald (RL)
- “A Clean, Well-Lighted Place” by Ernest Hemingway (RL)
- “A Clean, Well-Lighted Place” by Yiyun Li (RL)
- “Roman Fever” by Edith Wharton (RL)
- “The Jilting of Granny Weatherall” by Katherine Anne Porter (RL)
- “A Rose for Emily” by William Faulkner (RL)
- “The Yellow Wallpaper” by Charlotte Perkins Gillman (RL)
- outside reading novel choice (RL)
- from *Invisible Man* by Ralph Ellison (RL)
- *Conversations in American Literature*, Bedford/St.Martin’s, 2015

**Online Resources:**

- Teacher webpage
- Google Apps for Education (GAFE)
English 10 Honors

Topic/Unit: Redefining America: 1945-Present
Challenges and Successes of the Twentieth Century

Approximate # Of Weeks: 8

Essential Questions:
● Does twentieth-century American literature represent a fulfillment of America's promise?
● How does Postmodern writing reflect the changing view of America in the 21st Century?

Upon completion of this unit students will be able to:
● 9-10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
● 9-10.RL.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; provide an objective summary of the text.
● 9-10.RL.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.
● 9-10.RL.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
● 9-10.RL.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 such effects as mystery, tension, or surprise.
● 9-10.RL.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.
● 9-10.RL.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
● 9-10.RL.9 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 or the Bible or how a later author draws on a play by Shakespeare).
● 9-10.RL.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
● 9-10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
● 9-10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
● 9-10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and
interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- 9-10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- 9-10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 9-10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- 9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9-10.W.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- 9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 9-10.W.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.

Interdisciplinary Standards (njcccs.org)

- 9.1 21st Century Life and Career Skills
- 9.3 Career Awareness, Exploration, and Preparation
- 8.1 Computer Information and Literacy

Activities – include 21st Century Technologies:

- Students will respond to critical reading questions pertaining to “Death of a Salesman.” (9-10.RL.1, 9-10.RL.2, 9-10.RL.3, 9-10.RL.5)
- Seminar: students will read and discuss Aristotle’s definition of a tragic hero and determine whether or not Willy Loman meets this definition, using evidence from the play. (9-10.RL.9, 9-10.RL.10, 9-10.SL.1, 9-10.SL.4)
- Seminar: students will read a poem, “A Reading in Unlove,” and compare and contrast it with Catcher in the Rye. (9-10.RL.2, 9-10.RL.4, 9-10.RL.7)
- Reader’s theater: students will dramatically read significant passages from “Death of a Salesman” with assigned parts. (9-10.SL.5, 9-10.SL.6)
- Smartboard: Students will examine the significant places and symbols of Catcher in the Rye, and discuss through textual evidence the significance of each. (9-10.RL.1, 9-10.RL.4)
- Listen to Bob Dylan’s “It's All Over Now, Baby Blue” and discuss why Joyce Carol Oates dedicated her story to him. (9-10.RL.2, 9-10.RL.7, 9-10.RL.9, 9-10.RL.10)
- Responding to visual text: Students will view two images from The New Yorker magazine, comparing how each artist portrays feelings about 9/11. (9-10.RL.2, 9-10.RL.7, 9-10.SL.5)

Writing Assignments:

- Student Journals (9-10.W.10)
• Write a short piece in the style of J.D. Salinger (9-10.W.3)

Enrichment Activities:
• view the film version of “Death of a Salesman”
• Go to NYC and look for places mentioned or visited in Catcher in the Rye, such as the Central Park Zoo, duck pond, carrousel, or Museum of Natural History.
• Smartboard Activity showing the places and symbols of Catcher in the Rye
• Read about Time Magazine’s all-time greatest novels: http://www.time.com/time/specials/packages/article/0,28804,1951793_1951939_1952246,00.html
• Read obituaries of J.D. Salinger and compare his life to that of Holden Caulfield: http://www.washingtonpost.com/wp-dyn/content/article/2010/01/28/AR2010012803177.html

Methods of Assessments/Evaluation:
• Project: Students will complete a multi-media project to demonstrate their understanding of Catcher in the Rye. This project may be in the form of a movie, scrapbook, graphic novel or CD compilation.
• Selection test on short stories
• Essay test for “Death of a Salesman”
• Take-home essay for Catcher in the Rye

Resources:  Text, Literature (RL), Informational (RI)
• Death of a Salesman by Arthur Miller (RL)
• Catcher in the Rye by J. D. Salinger (RL)
• “Theme for English B” by Langston Hughes (RL)
• “Good Country People” by Flannery O’Connor (RL)
• “The First Seven Years” by Bernard Malamud (RL)
• “Agreeable” by Jonathan Franzen (RL)
• “Letter from Birmingham Jail” by Martin Luther King (RI)
• “Where Are You Going, Where Have You Been?” by Joyce Carol Oates (RL)
• “Superman and Me” by Sherman Alexie (RI)
• visual image, New Yorker cover from 9/11 and Talkback image ten years later
• selected poetry (RL)
• Conversations in American Literature, Bedford/St.Martin’s, 2015

Online Resources:
• Teacher webpage
• Google Apps for Education (GAFE)
• Differing views of Catcher in the Rye: (RI) http://www.levity.com/corduroy/salinger1.htm
• Background, author biography, significant quotations from “Death of a Salesman” www.district87.org/staff/rileym/juniorlit/deathsalesman/salesman.pdf
• Slideshow of New Yorker covers relating to 9/11