

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



English 10

Length of Course:	Term
Elective/Required:	Required
Schools:	EHS/JPS
Eligibility:	Grade 10
Credit Value:	5 Credits
Date Approved:	September 30, 2024

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STATEMENT OF PURPOSE

The curriculum committee, consisting of teachers from Edison and J.P. Stevens high schools, significantly revised the curriculum guide to enhance educational outcomes and ensure it meets current New Jersey state learning standards. The updated guide incorporates revised NJ Student Learning Standards (2023) that align with educational goals, emphasizing a more rigorous and relevant academic experience. The committee has integrated new texts, including contemporary short stories and poems, to enrich students' literary exposure and engagement.

Additionally, the curriculum now includes mandates for climate change education and fostering awareness and responsibility towards sustainability. Social-Emotional Learning (SEL) has been embedded throughout the units to support students' emotional and social development. Problem-based learning has been introduced to encourage critical thinking and practical application of knowledge. The revised curriculum emphasizes interdisciplinary connections, encouraging students to apply skills and concepts across different subjects. These changes are designed to create a more dynamic and integrated learning environment that addresses both academic and personal growth while reflecting the interconnected nature of knowledge and real-world issues.

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UNIT OF STUDY		TIMEFRAME	
<i>Unit Topic</i>		<i>Time Range (6-8 weeks)</i>	
MP 1: The American Experience		8-10 weeks	
MP 2: The American Understanding of Equality		8-10 weeks	
MP 3: The American Quest for Equality		6-8 weeks	
MP 4: The American Dream		8-10 weeks	

UNIT OVERVIEW

CONTENT AREA: English	UNIT/TOPIC: The American Experience
TARGET COURSE/GRADE LEVEL: 10th Grade English Language Arts	TIME FRAME: 8-10 Weeks

UNIT SUMMARY/UNIT RATIONALE:

The unit “The American Experience” introduces students to the ever-changing question of what it means to be an American and how literature has shaped that representation. “The American Experience” invites students to explore how this representation is reflective of the society that students are living in through the lenses of various fiction, nonfiction, and historical documents. In this progression, students will learn to question how the views of America shape our own perspectives and how these perspectives shape not only society but the individual's place and connection to said society. Through a critical analysis in American literature led by a diverse variety of lenses, voices, and through studying texts that address race, gender, socioeconomic status, and other identity factors, students begin to gain insight and understanding of how society impacts an individual and the consequences that arise from the choice of action or inaction.

After the completion of this unit, “The American Experience”, students will gain depth of knowledge in: understanding the foundational systems and atrocities of America and how they continue to shape and influence modern society; understanding America as ever-evolving and the perception of America as it varies over time and within the country as well as outside of it; understanding the individual impact on American society and how American society impacts the individual. This understanding is fundamental to engaging students in meaningful discussion and connection to the diversified texts of American literature that further influences their understanding of the essential questions and its reflection to their own lives and futures as members of a productive society. Students will be prepared for a variety of writing tasks and/or projects surrounding this theme, including argument writing, synthesis writing, speech writing, literary analysis, and rhetorical analysis. Students will have the opportunity to study and synthesize fiction and nonfiction texts, learn and review annotation and close-reading skills, study key literary devices and linguistic/rhetorical choices, and learn to formulate thematic connections between their texts.

PROBLEM-BASED LEARNING TOPIC:

Students will have the opportunity to research different topics relevant to the historical context of time periods that the texts of study take place in. By working in collaborative groups and presenting findings, all students are able to benefit from understanding the events that shaped the author's inspiration in producing a text, which will aid their understanding when reading about these references in their text study. For example, if you are teaching *Fences* by August Wilson, the teacher can provide student groups with topics such as the Negro Baseball Leagues, Jazz Music of the 1950s, Blues Music of the South, Pittsburgh and the Great Migration, and August Wilson to identify key elements BEFORE reading the play.

For additional ideas and inspiration please see the linked document: [Project-Based Learning: 10th Grade American Literature](#)

INTERDISCIPLINARY CONNECTIONS

- Unit texts written by diversified authors set in historical time periods offer interdisciplinary connections as teachers work to contextualize historical events that have shaped society and in turn shaped the individual and their connection to themselves and to others. Topics such as race relations and segregation within America, situations leading up to and consequence of the Civil Rights Movement, and the history of landmark institutions created through the Black community such as the Negro

Baseball Leagues invites opportunities to synthesize connections between students lives and how these events mirror their identity and connection to society and themselves.

- 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
- 6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
- 6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- Marking Period texts such as *To Kill A Mockingbird* offer interdisciplinary connections as teachers work to contextualize race relations/segregation within America.
 - 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.)
 - 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
 - 6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
- Marking Period texts such as *Fences* offer interdisciplinary connections as teachers work to contextualize African American life in the United States post-war including the Civil Rights Era, The Great Migration, family dynamics, racial inequalities, trauma and legacy, and moral dilemmas.
 - 6.1.12.HistoryCC.8.a: Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- Marking Period texts such as “The Lottery” offer interdisciplinary connections as teachers work to contextualize post-war America and how the power of group dynamics and conformity in a society driven by fear influences individualism.
 - 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
- Marking Period texts such as *Passing* offer interdisciplinary connections as teachers work to contextualize the cultural bloom of the Harlem Renaissance and its impact on identity based on the racial climate of society at that time.
 - 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

For additional ideas and inspiration please see the linked document: [Interdisciplinary Connections](#)

ESSENTIAL QUESTIONS:

- What does it mean to be American? Who gets to define America? How has American literature taken shape? How is it reflective of society?
- What are the various connotations for the word “America” or “American”? How do outside views of America and Americans shape us individually? As a culture?
- How does the individual influence/impact/affect/contribute to American society? How does American society impact different individuals?

SEL Competencies:

<https://www.nj.gov/education/safety/wellness/selearning/docs/SELCompetencies.pdf>

Self-Awareness:

- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations

Social Awareness:

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Embedding Social Emotional Learning (SEL) into the high school English curriculum involves integrating activities and discussions that promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. English classes can incorporate SEL by selecting literature that explores diverse perspectives and emotions, encouraging students to empathize with characters' experiences and reflect on their own feelings. Teachers can design assignments that foster teamwork and communication skills, such as group discussions or collaborative projects. Additionally, incorporating mindfulness exercises or journaling prompts into the curriculum can help students develop emotional regulation and self-reflection skills. By weaving SEL into the fabric of the English curriculum, educators can support students in not only developing their literary analysis skills but also in becoming more empathetic, self-aware individuals capable of navigating their academic and personal lives more effectively. For example see [SEL Lessons](#).

NEW JERSEY STUDENT LEARNING STANDARDS:

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- Use parallel structure.
- Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- Use a colon to introduce a list or quotation.
- Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- 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.
- Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. 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; how the language of a court opinion differs from that of a newspaper).

Reading Domain

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background

knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

Writing Domain

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

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

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

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

W.RW.9–10.7. 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.

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

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

Speaking and Listening Domain

SL.PE.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.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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

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

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

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

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

Career Readiness, Life Literacies, and Key Skills (21st Century NJSL 9):

21st Century Skills, 21st Century, Life and Career Standards:

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

TECHNOLOGY (CSDT Standards NJSLS 8):

“Intent and Spirit of the Computer Science and Design Thinking Standards

All students receive computer science and design thinking instruction from Kindergarten through grade 12. The study of these disciplines focuses on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”

The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.

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.

MANDATED ITEMS (IE. CLIMATE CHANGE, AMISTAD, AAPT, HOLOCAUST/GENOCIDE... if applicable):

Climate change - resources on the state sites:

<https://www.nj.gov/education/climate/learning/connections/>

<https://www.nj.gov/education/climate/>

Amistad Law: N.J.S.A. 18A 52:16A-88 Incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. Teaching about the contributions of African Americans, gives educators the opportunity to highlight themes of perseverance, cultural preservation, and the overcoming of obstacles to achieve success. Through class discussions that center around the racial segregation that was the foundation of America and how that influenced African American culture and families, students can gain a deeper appreciation for their groundbreaking achievements and their impact on American history. Texts like August Wilson’s *Fences* allows students to understand the generational experiences and how they shape the modern African American family dynamic. The exploration of the impact of generational trauma allows students to understand the social

inequalities and barriers that African American individuals face and how that can impact their family dynamic in their quest of the American Dream. Students are exposed to the emotional turmoil and insecurity that is passed down each generation as a result of experiences in slavery and mistreatment through the segregation of society. Texts like Harper Lee's *To Kill a Mockingbird* further exposes students to the history of the African American quest for freedom in a text that is set before the Civil Rights Movement. Students are immersed in the culture of that time period to identify the racial segregation and mistreatment of African Americans in the south at that time. The text exposes the inequalities, injustices, and flaws in the legal system that characterize the African American struggle to be seen as a person. In understanding this social culture, students gain awareness and the value in reading and having difficult conversations to learn to honor those who fought for change to escape oppression and construct their way to freedom. Activities like discussions and text pairings of supplemental texts allow students to connect with this culture, their challenges, and their successes to understand the importance in awareness of the oppression that shaped African Americans and the perseverance for change that it produced.

Holocaust Law: N.J.S.A. 18A:35-28 Include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. The essay *The Lucifer Effect: Understanding How Good People Turn Bad* by Philip Zimbardo explores the dark side of human nature as situational environments and social relations can lead ordinarily good people to commit evil acts. The psychological base of the essay allows students to understand what influences people to commit horrible crimes, which can be paralleled to the influences behind the Holocaust. These processes can be explored through how people are able to obey authority even in horrible circumstances, breaking down the process of humanization, expressing the power behind the influence of a group. Through these explorations students are exposed to the consequences of mass genocide as they see the influence of how people act in a group versus as their own person. An additional instance of Holocaust Law inclusion is through the speech, and other related texts, "We Would Have Rather Died" by Chief Standing Bear. The speech was delivered during a trial as a result of being detained by the U.S Army for leaving the reservation to bury his son on his homeland. The speech addresses the lack of Native Americans being treated with dignity and respect, and seen as a human. Students reading this can dive into the history of the United States acquisition of Native American land and study the Trail of Tears, which can be supplemented in a Holocaust study to look at similarities in the dehumanization of both groups that suffered mass genocide.

Climate: Connections between *The Old Man and the Sea* by Ernest Hemmingway can be used for students to engage in the dangers of overfishing and the human's impact on the environment and various ecosystems. It can be studied in connection to the struggle of man against nature, where humans are constantly in battle trying to take control over nature as nature fights back to protect itself (as seen in Santiago's battle with the marlin and then the sharks) in addition to the consequences of unchecked power as humans believe they are superior to the world around them, not aware to the consequences of their actions. This study can lead students to further discuss biodiversity, overdevelopment, and depletion of natural resources as a result of human inheritance. Additionally, "To Build a Fire" by Jack London also exposes students to understand the consequences of underestimating environmental consequences fated by human choices. Students can see the direct connection of human choices and lack of attention to realities behind a situation can have devastating consequences. This can be further parallel to the recognition and addressing of the dangers behind climate change.

ASSESSMENTS (BENCHMARK, FORMATIVE, SUMMATIVE, ALTERNATIVE):

Instructional Strategies:

May include, but are not limited to:

Formative Assessments:

- Do Now/Bell ringer
- reading checks
- red, yellow, green light
- barometer check
- small group discussion
- Small group instruction
- peer assessment
- self-assessment
- KWL
- Venn diagram
- close Reading/annotations
- graphic organizer
- exit tickets
- reflections/surveys
- Journaling
- Jigsaws
- Learning Stations/Gallery Walks

Summative Assessments:

- Reading passages with multiple choice questions
- Synthesis/Expository Essays (process pieces)
- Creative writing (letters or poetry)
- Thematic analysis
- Expository writing
- Socratic Seminar discussion
- Fish bowl discussion
- Reader's response journal
- Oral presentation
- Speech
- Prose constructed response
- On-demand writing
- Debates

INSTRUCTIONAL RESOURCES, MATERIALS (Include various levels of text at each grade level):

Fiction:

- *The Book of Unknown Americans*, Cristina Henríquez
- *Benito Cereno*, Herman Melville
- *The Catcher in the Rye*, J.D. Salinger
- *The Crucible*, Arthur Miller
- *Death of an Innocent*, Jon Krakauer
- *Ethan Frome*, Edith Wharton
- *Fences*, August Wilson
- *The Four Winds*, Kristin Hannah
- *The Grapes of Wrath*, John Steinbeck
- *The Great Gatsby*, F. Scott Fitzgerald
- *I Am Not Your Perfect Mexican Daughter*, Erika Sánchez
- *The Nickel Boys*, Colson Whitehead
- *The Old Man and The Sea*, Ernest Hemingway
- *Passing*, Nella Larsen
- *The Reluctant Fundamentalist*, Mohsin Hamid

- *The Scarlet Letter*, Nathaniel Hawthorne
- *To Kill a Mockingbird*, Harper Lee

Nonfiction:

- *Between the World and Me*, Ta-Nehisi Coates
- *Hidden Figures*, Margot Lee Shetterly
- *Into the Wild*, Jon Krakauer
- *I Know Why The Caged Bird Sings*, Maya Angelou (excerpts or full text)
- *Just Mercy*, Bryan Stevenson (excerpts or full text)
- *Notes of a Native Son*, James Baldwin (excerpts)
- *The Warmth of Other Suns*, Isabel Wilkerson (excerpts)

Essays:

- "How the Irish Became White," Art McDonald
- *The Lucifer Effect: Understanding How Good People Turn Bad*, Philip Zimbardo (excerpts)
- "Poor Richard's Almanac," Benjamin Franklin
- "Rewilding North America," Caroline Fraser
- "Rugged Individualism," Mike Spinelli
- "The Rules of Adventure," from *Deep Survival*, Laurence Gonzales
- "Self-Reliance," Ralph Waldo Emerson

Speeches:

- 2004 Democratic National Convention Speech, Barack Obama
- "A More Perfect Union," Barack Obama
- "I Have a Dream," Martin Luther King, Jr.
- Inaugural Address, John F. Kennedy
- "Let My People Go," Carlos Montezuma
- Second Inaugural Address, Abraham Lincoln
- "Sinners in the Hands of an Angry God," Jonathan Edwards
- "We Would Rather Have Died," Chief Standing Bear
- "Why Black Lives Matter," Alicia Garza

Primary Sources:

- "An Appeal for Human Rights," Willie Mays, James Felder, Marion D. Bennett, Don Clarke, Mary Ann Smith, Roslyn Pope
- court transcripts of Salem Witch Trials
- "Common Sense," Thomas Paine (excerpts)
- The Declaration of Independence
- "The General History of Virginia," John Smith
- "Journal of the First Voyage to America," Christopher Columbus
- The Iroquois Constitution
- Land Acknowledgement
- Lenape Nation Constitution
- letters by enslaved peoples (from the Duke Library)
- "The Milgram Experiment," Saul McLeod
- excerpt from "Notes on the State of Virginia," Thomas Jefferson
- "Of Plymouth Plantation," William Bradford

Articles:

- "The Blocked Path," *Learning for Justice*

- "Celebrating Juneteenth in Galveston," Clint Smith
- "The Confederation of Sovereign Nanticoke-Lenape Tribes: An Affirmation of History and Sovereignty"
- "For Muslims in the US, There's Before 9/11 and There's After," Hanif Abdurraqib
- "Life on Reservations," Jessica McBirney
- "Obama, Melville and the Tea Party," Greg Grandin
- "The Year We Obsessed Over Identity," Wesley Morris
- "We Are Still Here! The Tribal Saga of New Jersey's Nanticoke and Lenape Indians," John R. Norwood
- "Why I Wrote *The Crucible*," Arthur Miller

Personal Narratives:

- "Beauty When the Other Dancer is Self," Alice Walker
- "Bumping into Mr. Ravioli," Adam Gopnik
- "How it Feels to Be Colored Me," Zora Neale Hurston
- excerpt from "Hunger of Memory," Richard Rodriguez
- excerpts from *Incidents in the Life of a Slave Girl: Free At Last*: "The New Master and Mistress," Harriet Ann Jacobs
- excerpts from "My Bondage and My Freedom," Frederick Douglass
- "Silence Breaking Woman: Surviving Racism Through Storytelling," Terese Marie Mailhot
- "Walking the Path Between Worlds," Lori Arviso Alvord

Short Stories:

- "An Occurrence at Owl Creek Bridge," Ambrose Bierce
- "American History", Judith Ortiz Cofer
- *Arranged Marriage*, Chitra Banerjee Divakaruni (excerpts)
- "Barbie-Q," Sandra Cisneros
- "Borders," Thomas King
- "The Devil and Daniel Webster," Stephen Vincent Benet
- "The Devil and Tom Walker," Washington Irving
- "Go Carolina," David Sedaris
- "The Fall of the House of Usher," Edgar Allan Poe
- *Inherit the Wind*, Jerome Lawrence and Robert E. Lee
- The Lenape Creation Story
- "The Lottery," Shirley Jackson
- "Love Snares," Louise Erdrich
- "The Lowest Animal," Mark Twain
- "The Minister's Black Veil," Nathaniel Hawthorne
- excerpt From *Moby Dick*, Herman Melville
- "The Paper Menagerie," Ken Liu
- "Paul's Case," Willa Cather
- "The Raft," Peter Orner
- "Scottsboro Ltd: A One Act Play," Langston Hughes
- "To Build A Fire," Jack London
- "The Third and Final Continent," Jhumpa Lahiri
- Chapter 40 of *Uncle Tom's Cabin*, Harriet Beecher Stowe
- "When Mr. Pirzada Came to Dine," Jhumpa Lahiri
- "Young Goodman Brown," Nathaniel Hawthorne

Poetry:

- "Accents," Denice Frohman
- "America," Claude McKay

- "America, I Sing Back," Allison Adelle Hedge Coke
- Anne Bradstreet Poetry
- "Coal," Audre Lorde
- "Counting Descent," Clint Smith
- e e cummings Poetry
- "Curriculum Vitae", Lisel Mueller
- Ralph Waldo Emerson Poetry
- "The Hill We Climb," Amanda Gorman
- "Home" Warsan Shire
- "I, Too," Langston Hughes
- "If We Must Die," Claude McKay
- "Indian Boarding School: The Runaways," Louise Erdrich
- "Let America be America Again," Langston Hughes
- "The Mentality of the Mob," Anonymous
- "The New Colossus," Emma Lazarus
- *One Last Word*, Nikki Grimes
- Edgar Allen Poe Poetry
- "The Song of the Smoke," W. E. B. Du Bois
- Edward Taylor Poetry
- Henry David Thoreau Poetry
- "Trudell," Alex Jacobs
- Henry Wadsworth Longfellow Poetry
- "We Would Like You to Know," Ana Castillo
- Walt Whitman Poetry

Videos/TED Talks:

- "5 Things You Should Know About Racism," MTV Decoded
- "Adam Ruins Everything: How America Created the 'Model Minority' Myth"
- "Asian Americans used to be portrayed as the villains. How did they become a 'model minority'?"
- "The Danger of a Single Story", Chimamanda Ngozi Adichie

Documentaries:

- *13th*, Ava DuVernay

Grade 10 Book:

- Collection 1: Ourselves and Others
- Collection 2: The Natural World
- Collection 4: How We See Things
- Collection 6: Hard-Won Liberty

Grade 11 Book:

- Collection 1: Coming to America (The Tempest)
- Collection 2: Building A Democracy
- Collection 3: The Individual and Society
- Collection 4: A New Birth of Freedom
- Collection 5: An Age of Realism
- Collection 6: The Modern World (The Crucible)

CONTENT VOCABULARY/ TERMS

- Alliteration

- Allusion
- Anaphora
- Characterization/character development
- Dialogue
- Diction
- Flashback
- Foreshadowing
- Hyperbole
- Idiom
- Imagery / image patterns
- ~ Recognize imagery and explain how select images relate to those in the remainder of the text
- ~ Recognize/explain how images work with text as a whole.
- ~ Recognize/explain noticeable absence of imagery
- Inference
- Informational text conventions
- Internal monologue
- Irony
- Literal vs. figurative language
- Metaphor
- Onomatopoeia
- Paradox
- Personification
- Persuasive techniques
- Plot structure
- Point of view / Reliability of Narrator
- Propaganda
- Pun
- Repetition
- Rhetorical devices:
- ~ Anecdote ~ Parallel Structure
- ~ Call to Action ~ Rhetorical Qs
- ~ Logical Fallacy ~ Rule of 3 / Repetition
- Rhyme
- Rhythm
- Satire
- Setting
- Simile
- Suspense
- Symbolism
- Syntax
- Theme
- Tone /Mood

Accommodations and Modifications

General Differentiated Instruction Strategies

- Leveled texts

- Repeat, reword directions

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Chunking texts ● Choice board ● Socratic Seminar ● Tiered Instruction ● Small group instruction ● Guided Reading ● Sentence starters/frames ● Writing scaffolds ● Tangible items/pictures ● Adjust length of assignment | <ul style="list-style-type: none"> ● Brain breaks and movement breaks ● Brief and concrete directions ● Checklists for tasks ● Graphic organizers ● Assistive technology (spell check, voice to type) ● Study guides ● Tiered learning stations ● Tiered questioning ● Data-driven student partnerships ● Extra time |
|--|--|

Accommodations and Modifications for Enrichment/G&T

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Accommodations and Modifications for Multilingual Learner (ML) Resources & Strategies

- Learning style quiz for students:
<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” Generator: <http://www.wordle.net/>
- Bilingual website to support students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for Free: www.Duolingo.com

- Time on task for students tool: <http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile: www.Mobymax.com
- WIDA Consortium: <http://www.wida.us/>
- Everything ESL: <http://www.everythingESL.net>
- ML Tool Box Suggestion Site: <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education: <http://www.hope4education.com>
- BrainPop: Apps loaded on Classlink
- Imagine Learning: Apps loaded on Classlink
- Google Translate
- Office of English Language Acquisition: <http://www.ed.gov/offices/OBEMLA>
- NJTESOL/NJBE: <http://njtesol-njbe.org>
- New Jersey Department of Education- Bilingual Education information
<http://www.state.nj.us/education/bilingual/>

Accommodations and Modifications for Special Education Resources & Strategies

- | | |
|--|--|
| <ul style="list-style-type: none"> • Mindplay • Learning Ally • Read & Write • Edmark Reading • Autism Helper • TeachTown • ReThink | <ul style="list-style-type: none"> • Boardmaker • BOOM cards • Starfall • IXL • Reading Eggs • Learning A-Z • Moby Max • n2y |
|--|--|

Accommodations, Modifications and Strategies for 504

- | | |
|---|---|
| <ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment | <ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time |
|---|---|

**Strategies for At-Risk
(Opportunities for Alternate Assessments)**

- | | |
|---|---|
| <ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment | <ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time • Text to Speech |
|---|---|

**Possible Additional Strategies for Special Education Students, 504 Students,
At-Risk Students, and Multilingual Learners (MLs)**

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> Extra time for assigned tasks Adjust length of assignment Timeline with due dates for reports and projects Communication system between home and school Provide lecture notes/outline 	<ul style="list-style-type: none"> Extra Response time Have students verbalize steps Repeat, clarify or reword directions Mini-breaks between tasks Provide a warning for transitions Reading partners 	<ul style="list-style-type: none"> Precise step-by-step directions Short manageable tasks Brief and concrete directions Provide immediate feedback Small group instruction Emphasize multi-sensory learning 	<ul style="list-style-type: none"> Teacher-made checklist Use visual graphic organizers Reference resources to promote independence Visual and verbal reminders Graphic organizers
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> Computer/whiteboard Tape recorder Spell-checker Audio-taped books 	<ul style="list-style-type: none"> Extended time Study guides Shortened tests Read directions aloud 	<ul style="list-style-type: none"> Consistent daily structured routine Simple and clear classroom rules Frequent feedback 	<ul style="list-style-type: none"> Individual daily planner Display a written agenda Note-taking assistance Color code materials

UNIT OVERVIEW

CONTENT AREA: English	UNIT/TOPIC: The American Understanding of Equality
TARGET COURSE/GRADE LEVEL: 10th Grade English Language Arts	TIME FRAME: 8-10 weeks

UNIT SUMMARY/UNIT RATIONALE:

The unit “The American Understanding of Equality” explores the evolving concept of equality in American society through the lens of literature and historical documents. This unit aims to guide students through a critical examination of how different voices in American literature have contributed to shaping perceptions of equality across various social and cultural contexts. By studying texts that address race, gender, socioeconomic status, and other identity factors, students will gain insights into the complexities of equality and its significance in shaping American identity and values. Students will be prepared for a variety of writing tasks and/or projects surrounding this theme, including argument writing, synthesis writing, speech writing, literary analysis, and rhetorical analysis. Students will have the opportunity to study and synthesize fiction and nonfiction texts, learn and review annotation and close-reading skills, study key literary devices and linguistic/rhetorical choices, and learn to formulate thematic connections between their texts.

Understanding the concept of equality is fundamental to engaging students in meaningful discussions about justice, fairness, and human rights. By examining diverse perspectives presented in literature and historical documents, students will develop a nuanced understanding of how these ideas have evolved over time and continue to impact contemporary debates and social movements.

PROBLEM-BASED LEARNING TOPIC:

Teachers may assign a project that makes thematic connections between texts, students will choose and explore a contemporary issue from multiple stakeholder perspectives. The goal is to understand the issue's complexity, how it affects different groups, and the various viewpoints involved. This will help students develop critical thinking, empathy, and the ability to analyze and present balanced arguments.

For additional ideas and inspiration please see the linked document: [Project-Based Learning: 10th Grade American Literature](#)

INTERDISCIPLINARY CONNECTIONS (Must include a NJSLS from another content area)

- Marking Period texts such as *To Kill A Mockingbird* offer interdisciplinary connections as teachers work to contextualize race relations/segregation within America.
 - 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- Marking Period texts such as *The Great Gatsby* offer interdisciplinary connections as teachers work to contextualize socioeconomic and class roles within America.
 - 6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

For additional ideas and inspiration please see the linked document: [Interdisciplinary Connections](#)

ESSENTIAL QUESTIONS:

- What role does diversity have in creating depth in the American identity? To what extent does diversity of perspectives and stories lend to a sense of American patriotism?
- What voices and perspectives have been amplified and valued in American storytelling? What voices have been left out?
- How can America acknowledge past atrocities and modern inequalities to work toward the American ideal? How can criticism and critique contribute to improving society? To what extent can criticism and critique be considered patriotic?
- How can literature be a tool for political and cultural change? How has American writing contributed to this change or maintaining expectations of representation?

SEL Competencies:

<https://www.nj.gov/education/safety/wellness/selearning/docs/SELCompetencies.pdf>

Self-Awareness:

- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations

Social Awareness:

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Responsible Decision-Making

- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Embedding Social Emotional Learning (SEL) into the high school English curriculum involves integrating activities and discussions that promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. English classes can incorporate SEL by selecting literature that explores diverse perspectives and emotions, encouraging students to empathize with characters' experiences and reflect on their own feelings. Teachers can design assignments that foster teamwork and communication skills, such as group discussions or collaborative projects. Additionally, incorporating mindfulness exercises or journaling prompts into the curriculum can help students develop emotional regulation and self-reflection skills. By weaving SEL into the fabric of the English curriculum, educators can support students in not only developing their literary analysis skills but also in becoming more empathetic, self-aware individuals capable of navigating their academic and personal lives more effectively. For example see [SEL Lessons](#).

TARGETS

NEW JERSEY STUDENT LEARNING STANDARDS:

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- F. Use parallel structure.
- G. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- H. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- I. Use a colon to introduce a list or quotation.
- J. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- D. 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.
- E. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- F. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- F. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- G. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- H. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- I. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- J. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- D. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- E. Analyze nuances in the meaning of words with similar denotations.
- F. 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; how the language of a court opinion differs from that of a newspaper).

Reading Domain

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

Writing Domain

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

- F. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- G. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
- H. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- I. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- J. Provide a concluding paragraph or section that supports the argument presented.

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

- F. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- G. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- H. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- I. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- J. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which

they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

W.RW.9–10.7. 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.

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

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

Speaking and Listening Domain

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- E. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- F. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- G. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- H. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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

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

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

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

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

Career Readiness, Life Literacies, and Key Skills (21st Century NJSLS 9):

21st Century Skills, 21st Century, Life and Career Standards:

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

TECHNOLOGY (CSDT Standards NJSLS 8):

"Intent and Spirit of the Computer Science and Design Thinking Standards

All students receive computer science and design thinking instruction from Kindergarten through grade 12. The study of these disciplines focuses on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers."

The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.

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.

INSTRUCTION

MANDATED ITEMS (IE. CLIMATE CHANGE, AMISTAD, AAPT, HOLOCAUST/GENOCIDE... if applicable):

Climate change - resources on the state sites:

<https://www.nj.gov/education/climate/learning/connections/>

<https://www.nj.gov/education/climate/>

Amistad Law: N.J.S.A. 18A 52:16A-88 Incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Teaching about the contributions of African Americans through Langston Hughes and the Harlem Renaissance involves exploring Hughes' poetry and writings as a lens into the cultural and intellectual movement of the 1920s. Educators can contextualize Hughes' works within the broader Harlem Renaissance, emphasizing themes of identity, racial pride, and the pursuit of social equality. By examining Hughes' poems such as "Harlem (Dream Deferred)," students can analyze how he articulated the African American experience and challenged societal norms through literature. Discussions can focus on the impact of the Harlem Renaissance on American arts and culture, fostering a deeper appreciation for Hughes' role in shaping African American literary history and his enduring influence on modern literature.

Holocaust Law: N.J.S.A. 18A:35-28 Include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. "The Lottery" by Shirley Jackson can be effectively used to teach about genocide by drawing parallels between the villagers' ritualistic stoning and the systematic targeting and elimination of specific groups in genocidal events. The story's depiction of a small community's unquestioning adherence to tradition, even when it results in violence and tragedy, mirrors the collective indifference and compliance often seen in societies where genocide occurs. By analyzing the villagers' attitudes and actions, students can explore themes of conformity, complicity, and the normalization of violence against marginalized groups. Discussions can delve into how such behaviors contribute to the escalation of atrocities and the importance of critical thinking, empathy, and resistance in preventing and addressing genocide. Additionally, examining the story's unsettling conclusion prompts reflections on the consequences of unchecked authority and the ethical responsibilities of individuals within a community or society.

Connections between *The Grapes of Wrath* and **Environmental Science**, as the novel depicts the Dust Bowl era and its ecological impact on agriculture and human life. It can be studied in relation to soil erosion, climate change, and sustainable agriculture practices. Additionally, students can explore the human impact on ecosystems and biodiversity, as well as the biological effects of poverty and migration on health.

ASSESSMENTS (BENCHMARK, FORMATIVE, SUMMATIVE, ALTERNATIVE):

Instructional Strategies:

May include, but are not limited to:

Formative Assessments:

- Do Now/Bell ringer
- reading checks
- red, yellow, green light
- barometer check

- small group discussion
- Small group instruction
- peer assessment
- self-assessment
- KWL
- Venn diagram
- close Reading/annotations
- graphic organizer
- exit tickets
- reflections/surveys
- Journaling
- Jigsaws
- Learning Stations/Gallery Walks
-

Summative Assessments:

- Reading passages with multiple choice questions
- Synthesis/Expository Essays (process pieces)
- Creative writing (letters or poetry)
- Thematic analysis
- Expository writing
- Socratic Seminar discussion
- Fish bowl discussion
- Reader's response journal
- Oral presentation
- Speech
- Prose constructed response
- On-demand writing
- Debates
- Speech Writing
- Research
- Literary Analysis
- Rhetorical Analysis

INSTRUCTIONAL RESOURCES, MATERIALS (Include various levels of text at each grade level):

Fiction

- *The Awakening*, Kate Chopin
- *The Book of Unknown Americans*, Cristina Henríquez
- *The Catcher in the Rye*, J. D. Salinger
- *The Crucible*, Arthur Miller
- *Death of an Innocent*, Jon Krakauer
- *The Diaries of Adam and Eve*, Mark Twain
- *Ethan Frome*, Edith Wharton
- *Fences*, August Wilson
- *The Four Winds*, Kristin Hannah
- *The Grapes of Wrath*, John Steinbeck
- *Huck Finn*, Mark Twain
- *The Nickel Boys*, Colson Whitehead
- *Passing*, Nella Larsen
- *The Reluctant Fundamentalist*, Mohsin Hamid
- *The Scarlet Letter*, Nathaniel Hawthorne

- *To Kill A Mockingbird*, Harper Lee

Nonfiction

- *Between the World and Me*, Ta-Nehisi Coates
- *Hidden Figures*, Margot Lee Shetterly
- *Into the Wild*, Jon Krakauer
- *I Know Why The Caged Bird Sings*, Maya Angelou (excerpts or full text)
- *Just Mercy*, Bryan Stevenson (excerpts or full texts)
- *The New Jim Crow*, Michelle Alexander (excerpts)
- *Notes of a Native Son*, James Baldwin (excerpts)

Essays:

- "Causes of Prejudice," Vincent N. Parrillo
- "Civil Disobedience," Henry David Thoreau
- "How the Irish Became White," Art McDonald
- "I Want a Wife," Judy Brady
- "Just Walk on By: Black Men and Public Space," Brent Staples
- *The Lucifer Effect: Understanding How Good People Turn Bad*, Phillip Zimbardo (excerpts)
- *The Souls of Black Folk*, W. E. B. Du Bois (excerpts)
- "Straightening Our Hair," Bell Hooks
- *Walden*, Henry David Thoreau (excerpts)

Speeches:

- 2004 Democratic National Convention Speech, Barack Obama
- "A More Perfect Union," Barack Obama
- "Ain't I A Woman?" Sojourner Truth
- "Amnesty International Ambassador of Conscience" acceptance speech, Colin Kaepernick
- "An Appeal for Human Rights," Willie Mays, James Felder, Marion D. Bennett, Don Clarke, Mary Ann Smith, Roslyn Pope
- Declaration of Sentiments, Elizabeth Cady Stanton
- "Disappointment is the Lot of Women," Lucy Stone
- "The Hope Speech," Harvey Milk
- "I Have a Dream," Martin Luther King, Jr.
- "Iowa Victory Speech" Barack Obama
- "Let My People Go," Carlos Montezuma
- "March for Our Lives," Emma Gonzalez
- "The Master's Tools Will Never Dismantle the Master's House," Audre Lorde
- "Power Anywhere Where There's People," Fred Hampton
- "Remarks in Recognition of International Human Rights Day," Hillary Clinton
- Second Inaugural Address, Abraham Lincoln
- "We are All Bound up Together," Frances Ellen Watkins Harper
- "We Would Rather Have Died," Chief Standing Bear
- "Why Black Lives Matter," Alicia Garza
- "Women are Key to Global Economy," Hillary Clinton
- "The Women's Liberation and the Gay Liberation Movements," Huey P. Newton
- "Wrath of Grapes," Cesar Chavez

Primary Sources:

- "Appeal to the Christian Women of the South," Angelina Grimké
- Land Acknowledgement

- "Letter from Birmingham City Jail," Martin Luther King, Jr.
- "The Milgram Experiment," Saul McLeod

Articles

- "The Blocked Path," *Learning for Justice*
- "Celebrating Juneteenth in Galveston," Clint Smith
- "The Columnists," *The Wall Street Journal*
- "The Confederation of Sovereign Nanticoke-Lenape Tribes: An Affirmation of History and Sovereignty"
- "For Muslims in the US, There's Before 9/11 and There's After," Hanif Abdurraqib
- "The Glory of Oprah," Caitlin Flanagan
- "The Good Wife's Guide," *Housekeeping Monthly*
- "How Muslims, Often Misunderstood, Are Thriving in America"
- "The New Jim Crow," Michelle Alexander
- "This is Environmental Racism," *Washington Post*
- "We Are Still Here! The Tribal Saga of New Jersey's Nanticoke and Lenape Indians," John R. Norwood
- "Why I Wrote 'The Yellow Wallpaper,'" Charlotte Perkins Gilman

Personal Narratives:

- "How it Feels to Be Colored Me," Zora Neale Hurston
- "The New Master and Mistress" chapter from *Incidents in the Life of a Slave Girl: Free At Last*, Harriet Jacobs
- "Mother Tongue," Amy Tan
- "My Bondage and My Freedom," Frederick Douglass (excerpts)
- "Silence Breaking Woman: Surviving Racism Through Storytelling," Terese Marie Mailhot
- "Walking the Path Between Worlds," Lori Arviso Alvord

Short Stories:

- "A Jury of Her Peers," Susan Glaspell
- "American History", Judith Ortiz Cofer
- "Barbie-Q," Sandra Cisneros
- "The Blues I'm Playing", Langston Hughes
- "Borders," Thomas King
- "Everyday Use," Alice Walker
- "The Girl With the Blackened Eye," Joyce Carol Oates
- "Go Carolina," David Sedaris
- *Inherit the Wind*, Jerome Lawrence and Robert E. Lee
- "The Jilting of Granny Weatherall," KA Porter
- "Love Snares," Louise Erdrich
- "The Paper Menagerie," Ken Liu
- "The Raft," Peter Orner
- "The Revolt of Mother," Mary Wilkins Freeman
- "Roman Fever," Edith Wharton
- "Scottsboro Ltd: A One Act Play," Langston Hughes
- "Sweat," Zora Neale Hurston
- Chapter 40 of *Uncle Tom's Cabin*, Harriet Beecher Stowe
- "Where Are You Going? Where Have You Been?" Joyce Carol Oates
- "The Yellow Wallpaper," Charlotte Perkins Gilman

Poetry:

- "Accents," Denice Frohman

- "America," Claude McKay
- "America, I Sing Back," Allison Adelle Hedge Coke
- "Coal," Audre Lorde
- "Counting Descent," Clint Smith
- "Curriculum Vitae", Lisel Mueller
- e e cummings Poetry
- Ralph Waldo Emerson Poetry
- Emily Dickinson Poetry
- "The Hill We Climb," Amanda Gorman
- "Home" Warsan Shire
- "I, Too," Langston Hughes
- "If We Must Die," Claude McKay
- "Indian Boarding School: The Runaways," Louise Erdrich
- "Let America be America Again," Langston Hughes
- "The Mentality of the Mob," Anonymous
- *One Last Word*, Nikki Grimes
- "The Song of the Smoke," W. E. B. Du Bois
- Henry David Thoreau Poetry
- "Trudell," Alex Jacobs
- Henry Wadsworth Longfellow Poetry
- "We Would Like You to Know," Ana Castillo
- Walt Whitman Poetry

Videos/TED Talks:

- "5 Things You Should Know About Racism," MTV Decoded
- "Adam Ruins Everything: How America Created the 'Model Minority' Myth"
- "Asian Americans used to be portrayed as the villains. How did they become a 'model minority'?"
- "We Need to Talk About an Injustice," Bryan Stevenson

Documentaries:

- *13th*, Ava DuVernay
- *Miss Representation*, Jennifer Siebel Newsom

Grade 10 Book:

- Collection 1: Ourselves and Others
- Collection 2: The Natural World
- Collection 4: How We See Things
- Collection 6: Hard-Won Liberty

Grade 11 Book:

- Collection 1: Coming to America (The Tempest)
- Collection 2: Building A Democracy
- Collection 3: The Individual and Society
- Collection 4: A New Birth of Freedom
- Collection 5: An Age of Realism
- Collection 6: The Modern World (The Crucible)

College Board site/ Google Classroom

CONTENT VOCABULARY/ TERMS

- inference

- diction
- syntax
- tone
- mood
- characterization
- allusion
- Symbolism
- Rhetorical Devices: Anecdote, Call-to-Action, Logical Fallacy, Parallel Structure, Rhetorical Questions, “Rule of 3”/Repetition
- Propaganda
- Informational Text Conventions

Accommodations and Modifications

General Differentiated Instruction Strategies

- | | |
|---|---|
| <ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment | <ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time |
|---|---|

Accommodations and Modifications for Enrichment/G&T

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects

- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Accommodations and Modifications for Multilingual Learner (ML) Resources & Strategies

- Learning style quiz for students:
<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” Generator: <http://www.wordle.net/>
- Bilingual website to support students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for Free: www.Duolingo.com
- Time on task for students tool: <http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile: www.Mobymax.com
- WIDA Consortium: <http://www.wida.us/>
- Everything ESL: <http://www.everythingESL.net>
- ML Tool Box Suggestion Site: <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education: <http://www.hope4education.com>
- BrainPop: Apps loaded on Classlink
- Imagine Learning: Apps loaded on Classlink
- Google Translate
- Office of English Language Acquisition: <http://www.ed.gov/offices/OBEMLA>
- NJTESOL/NJBE: <http://njtesol-njbe.org>
- New Jersey Department of Education- Bilingual Education information
<http://www.state.nj.us/education/bilingual/>

Accommodations and Modifications for Special Education Resources & Strategies

- | | |
|--|--|
| <ul style="list-style-type: none"> • Mindplay • Learning Ally • Read & Write • Edmark Reading • Autism Helper • TeachTown • ReThink | <ul style="list-style-type: none"> • Boardmaker • BOOM cards • Starfall • IXL • Reading Eggs • Learning A-Z • Moby Max • n2y |
|--|--|

Accommodations, Modifications and Strategies for 504

- | | |
|---|---|
| <ul style="list-style-type: none"> • Leveled texts | <ul style="list-style-type: none"> • Repeat, reword directions |
|---|---|

<ul style="list-style-type: none"> • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment 	<ul style="list-style-type: none"> • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time
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**Strategies for At-Risk
(Opportunities for Alternate Assessments)**

<ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment 	<ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time • Text to Speech
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Possible Additional Strategies for Special Education Students, 504 Students,

At-Risk Students, and Multilingual Learners (MLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and

<ul style="list-style-type: none"> ● Provide lecture notes/outline 	<ul style="list-style-type: none"> ● Reading partners 	instruction <ul style="list-style-type: none"> ● Emphasize multi-sensory learning 	verbal reminders <ul style="list-style-type: none"> ● Graphic organizers
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> ● Computer/ ● whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

UNIT OVERVIEW

CONTENT AREA: English	UNIT/TOPIC: The American Quest for Equality
TARGET COURSE/GRADE LEVEL: 10th Grade English Language Arts	TIME FRAME: 6-8 weeks

UNIT SUMMARY/UNIT RATIONALE:

This unit explores the quest for equality in American history, focusing on key movements, figures, and texts that have shaped the pursuit of justice and fairness. Students will examine the evolution of equality from the nation's founding to contemporary challenges, analyzing the intersections of race, gender, class, and other identities. Through literature, primary sources, and critical discussions, students will develop a nuanced understanding of the complexities, achievements, and ongoing struggles in the American quest for equality. Students will be prepared for a variety of writing tasks and/or projects surrounding this theme, including argument writing, synthesis writing, speech writing, literary analysis, and rhetorical analysis. Students will have the opportunity to study and synthesize fiction and nonfiction texts, learn and review annotation and close-reading skills, study key literary devices and linguistic/rhetorical choices, and learn to formulate thematic connections between their texts.

Understanding the American quest for equality is essential for fostering informed, empathetic citizens capable of critically engaging with contemporary social issues. By delving into this topic, students will be able to contextualize historical struggles, examine diverse perspectives, critically reflect on progress and challenges, and promote empathy and civic engagement through the analysis of literary and historical texts and the development of critical reading and writing skills.

PROBLEM-BASED LEARNING TOPIC:

Teachers can assign students to participate in Amnesty International's "Write for Rights" campaign by writing letters advocating for individuals whose human rights are violated. This project will help students develop persuasive writing skills, raise awareness about global human rights issues, and engage in meaningful activism which connect thematically to the novels in the unit.

For more ideas and inspiration please see the linked document: [Project-Based Learning: 10th Grade American Literature](#)

INTERDISCIPLINARY CONNECTIONS (Must include a NJSLS from another content area)

- Marking Period texts such as *To Kill A Mockingbird* offer interdisciplinary connections as teachers work to contextualize race relations/segregation within America.
 - 6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
- Marking Period texts such as *The Great Gatsby* offer interdisciplinary connections as teachers work to contextualize socioeconomic and class roles within America.
 - 6.1.12.EconET.8.a: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.
- Vocabulary instruction reflects the range of interdisciplinary texts (historical, anthropological, sociological) into which they are embedded.
- Reading across the curriculum -- Students choose informational texts from a wide breadth of topics (i.e., science, psychology, the arts, and history) and practice investigative research skills.

- Students will use their literary, historical (Holocaust, genocide), psychological/sociological, and technological knowledge to investigate current real-world instances of discrimination in our nation and across the globe (see unit rationale for examples). They will also pose essential questions about their topic, conduct research effectively and cooperatively, organize their information logically using graphic organizers, and present their information and possible solutions to others in the form of writing and/or an oral presentation. (English/History, Psychology and Sociology, Technology)
- Unit texts support the infusion of history, politics, music, repertory, and film. The play “Fences,” for example, invites opportunities to synthesize the text with the 2016 film of the same name. Moreover, students can conduct inquiry investigations into 1950s race relations and the history of the Negro Leagues.

For additional ideas and inspiration please see the linked document: [Interdisciplinary Connections](#)

ESSENTIAL QUESTIONS:

- How can literature be a tool for political and cultural change? How has American writing contributed to this change or maintaining expectations of representation?
- How has rhetoric been used to fight for and prevent American equality over time? What is the impact of American rhetoric on perception and identity?
- How have modern forms of media impacted perceptions of American Equality?

SEL Competencies:

<https://www.nj.gov/education/safety/wellness/selearning/docs/SELCompetencies.pdf>

Self-Awareness:

- Recognize the impact of one’s feelings and thoughts on one’s own behavior
- Recognize one’s personal traits, strengths, and limitations

Social Awareness:

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Responsible Decision-Making

- Identify the consequences associated with one’s actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Embedding Social Emotional Learning (SEL) into the high school English curriculum involves integrating activities and discussions that promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. English classes can incorporate SEL by selecting literature that explores diverse perspectives and emotions, encouraging students to empathize with characters' experiences and reflect on their own feelings. Teachers can design assignments that foster teamwork and communication skills, such as group discussions or collaborative projects. Additionally, incorporating mindfulness exercises or journaling prompts into the curriculum can help students develop emotional regulation and self-reflection skills. By weaving SEL into the fabric of the English curriculum, educators can support students in not only developing their literary analysis skills but also in becoming more empathetic, self-aware individuals capable of navigating their academic and personal lives more effectively. For example see [SEL Lessons](#).

LEARNING TARGETS

NEW JERSEY STUDENT LEARNING STANDARDS:

Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or

speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. 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.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. 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; how the language of a court opinion differs from that of a newspaper).

Reading Domain

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

Writing Domain

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

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and

information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

W.RW.9–10.7. 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.

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

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

Speaking and Listening Domain

SL.PE.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.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed

rubric) and assign individual roles as needed.

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

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

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

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

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

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

Career Readiness, Life Literacies, and Key Skills (21st Century NJSLS 9):

21st Century Skills, 21st Century, Life and Career Standards:

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

TECHNOLOGY (CSDT Standards NJSLS 8):

“Intent and Spirit of the Computer Science and Design Thinking Standards

All students receive computer science and design thinking instruction from Kindergarten through grade 12. The study of these disciplines focuses on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”

The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.

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.

INSTRUCTION

MANDATED ITEMS (IE. CLIMATE CHANGE, AMISTAD, AAPT, HOLOCAUST/GENOCIDE... if applicable):

Climate change - resources on the state sites:

<https://www.nj.gov/education/climate/learning/connections/>

<https://www.nj.gov/education/climate/>

Amistad Law: N.J.S.A. 18A 52:16A-88 Incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

The Amistad Commission Law requires the inclusion of African American history and culture in the K-12 curriculum to ensure that students learn about the contributions and experiences of African Americans. Applying this law to the English Language Arts American Literature curriculum involves integrating texts that reflect African American voices, experiences, and perspectives. For instance, in American Literature courses, educators can include works such as *The Nickel Boys* by Colson Whitehead, which addresses historical injustices and systemic racism. August Wilson's *Fences* provides insights into African American family dynamics and aspirations, offering a rich exploration of identity and struggle against societal barriers. Nella Larsen's *Passing* delves into themes of racial identity and social passing, offering students a nuanced view of racial complexities in early 20th-century America. Moreover, the novel *Hidden Figures* involves exploring its portrayal of the remarkable contributions of African American women mathematicians at NASA during the Space Race era. Educators can highlight the themes of perseverance, intellect, and overcoming adversity. By discussing the challenges they faced due to racial and gender discrimination, students can gain a deeper appreciation for their groundbreaking achievements and their impact on American history and STEM fields. Engaging activities such as discussions on social justice, hands-on STEM projects, and supplementary readings can further enrich students' understanding of these pioneers and their lasting legacy. By incorporating these texts and others like them, educators can fulfill the Amistad Law's mandate to provide a comprehensive understanding of African American contributions to American literature and society within the English Language Arts curriculum. Additionally, supplementary materials, discussions, and projects can further enhance students' engagement and comprehension of these important literary works and their cultural contexts.

Holocaust Law: N.J.S.A. 18A:35-28 Include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. "The Lottery" by Shirley Jackson can be effectively used to teach about genocide by drawing parallels between

the villagers' ritualistic stoning and the systematic targeting and elimination of specific groups in genocidal events. The story's depiction of a small community's unquestioning adherence to tradition, even when it results in violence and tragedy, mirrors the collective indifference and compliance often seen in societies where genocide occurs. By analyzing the villagers' attitudes and actions, students can explore themes of conformity, complicity, and the normalization of violence against marginalized groups. Discussions can delve into how such behaviors contribute to the escalation of atrocities and the importance of critical thinking, empathy, and resistance in preventing and addressing genocide. Additionally, examining the story's unsettling conclusion prompts reflections on the consequences of unchecked authority and the ethical responsibilities of individuals within a community or society.

Climate: Connections between *The Grapes of Wrath* and Environmental Science, as the novel depicts the Dust Bowl era and its ecological impact on agriculture and human life. It can be studied in relation to soil erosion, climate change, and sustainable agriculture practices. Additionally, students can explore the human impact on ecosystems and biodiversity, as well as the biological effects of poverty and migration on health.

ASSESSMENTS (BENCHMARK, FORMATIVE, SUMMATIVE, ALTERNATIVE):

Instructional Strategies:

May include, but are not limited to:

Formative Assessments:

- Formative Assessments:
- May include, but not limited to:
- Do Now/Bell ringer
- reading checks
- red, yellow, green light
- barometer check
- small group discussion
- Small group instruction
- peer assessment
- self-assessment
- KWL
- Venn diagram
- close Reading/annotations
- graphic organizer
- exit tickets
- reflections/surveys
- Journaling
- Jigsaws
- Learning Stations/Gallery Walks

Summative Assessments:

- May include, but not limited to:
- Reading passages with multiple choice questions
- Synthesis/Expository Essays (process pieces)
- Creative writing (letters or poetry)
- Thematic analysis
- Expository writing
- Socratic Seminar discussion
- Fish bowl discussion
- Reader's response journal
- Oral presentation
- Speech

- Prose constructed response
- On-demand writing
- Debates

INSTRUCTIONAL RESOURCES, MATERIALS (Include various levels of text at each grade level):

Long Texts

Fiction

- *The Awakening*, Kate Chopin
- *The Book of Unknown Americans*, Cristina Henríquez
- *The Crucible*, Arthur Miller
- *Death of an Innocent*, Jon Krakauer
- *The Diaries of Adam and Eve*, Mark Twain
- *Ethan Frome*, Edith Wharton
- *Fences*, August Wilson
- *The Four Winds*, Kristin Hannah
- *The Grapes of Wrath*, John Steinbeck
- *The Great Gatsby*, F. Scott Fitzgerald
- *Huck Finn*, Mark Twain
- *The Nickel Boys*, Colson Whitehead
- *Passing*, Nella Larsen
- *The Reluctant Fundamentalist*, Mohsin Hamid
- *The Scarlet Letter*, Nathaniel Hawthorne
- *To Kill A Mockingbird*, Harper Lee

Nonfiction

- *Between the World and Me*, Ta-Nehisi Coates
- *Hidden Figures*, Margot Lee Shetterly
- *Into the Wild*, Jon Krakauer
- *I Know Why The Caged Bird Sings*, Maya Angelou (excerpts or full text)
- *Just Mercy*, Bryan Stevenson (excerpts or full text)
- *The New Jim Crow*, Michelle Alexander (excerpts)
- *Notes of a Native Son*, James Baldwin (excerpts)

Short Non Fiction

Essays:

- "Causes of Prejudice," Vincent N. Parrillo
- "Civil Disobedience," Henry David Thoreau
- "How the Irish Became White," Art McDonald
- "I Want a Wife," Judy Brady
- "Just Walk on By: Black Men and Public Space," Brent Staples
- *The Lucifer Effect: Understanding How Good People Turn Bad*, Phillip Zimbardo (excerpts)
- *The Souls of Black Folk*, W. E. B. Du Bois (excerpts)
- "Straightening Our Hair," bell hooks
- *Walden*, Henry David Thoreau (excerpts)

Speeches:

- 2004 Democratic National Convention Speech, Barack Obama
- "A More Perfect Union," Barack Obama
- "Ain't I A Woman?" Sojourner Truth

- "Amnesty International Ambassador of Conscience" acceptance speech, Colin Kaepernick
- "An Appeal for Human Rights," Willie Mays, James Felder, Marion D. Bennett, Don Clarke, Mary Ann Smith, Roslyn Pope
- Declaration of Sentiments, Elizabeth Cady Stanton
- "Disappointment is the Lot of Women," Lucy Stone
- First Inaugural Address, Franklin D. Roosevelt
- "The Hope Speech," Harvey Milk
- "I Have a Dream," Martin Luther King, Jr.
- Inaugural Address, John F. Kennedy
- "Iowa Victory Speech" Barack Obama
- "Let My People Go," Carlos Montezuma
- "Liberty or Death," Patrick Henry
- "March for Our Lives," Emma Gonzalez
- "The Master's Tools Will Never Dismantle the Master's House," Audre Lorde
- "Power Anywhere Where There's People," Fred Hampton
- "Remarks in Recognition of International Human Rights Day," Hillary Clinton
- Second Inaugural Address, Abraham Lincoln
- "We are All Bound up Together," Frances Ellen Watkins Harper
- "We Would Rather Have Died," Chief Standing Bear
- "Why Black Lives Matter," Alicia Garza
- "Women are Key to Global Economy," Hillary Clinton
- "The Women's Liberation and the Gay Liberation Movements," Huey P. Newton
- "Wrath of Grapes," Cesar Chavez

Primary Sources:

- "Appeal to the Christian Women of the South," Angelina Grimké
- "Common Sense," Thomas Paine (excerpts)
- The Declaration of Independence
- Land Acknowledgement
- "Letter from Birmingham City Jail," Martin Luther King, Jr.
- "The Milgram Experiment," Saul McLeod

Articles

- "The Blocked Path," *Learning for Justice*
- "Celebrating Juneteenth in Galveston," Clint Smith
- "The Columnists," *The Wall Street Journal*
- "The Cruel Key to Individual Prosperity: Choosing the Right Ancestors" Gregory Clark
- "For Muslims in the US, There's Before 9/11 and There's After," Hanif Abdurraqib
- "The Glory of Oprah," Caitlin Flanagan
- "The Good Wife's Guide," *Housekeeping Monthly*
- "How Muslims, Often Misunderstood, Are Thriving in America"
- "The New Jim Crow," Michelle Alexander
- "Obama, Melville and the Tea Party," Greg Grandin
- "The Year We Obsessed Over Identity," Wesley Morris
- "This is Environmental Racism," *Washington Post*
- "Why I Wrote 'The Yellow Wallpaper,'" Charlotte Perkins Gilman

Personal Narratives:

- "How it Feels to Be Colored Me," Zora Neale Hurston
- "The New Master and Mistress" chapter from *Incidents in the Life of a Slave Girl: Free At Last*, Harriet

Jacobs

- “Mother Tongue,” Amy Tan
- “My Bondage and My Freedom,” Frederick Douglass (excerpts)
- “Silence Breaking Woman: Surviving Racism Through Storytelling,” Terese Marie Mailhot
- “Walking the Path Between Worlds,” Lori Arviso Alvord

Short Stories:

- “A Jury of Her Peers,” Susan Glaspell
- “American History”, Judith Ortiz Cofer
- “Barbie-Q,” Sandra Cisneros
- “The Blues I’m Playing”, Langston Hughes
- “Borders,” Thomas King
- “Everyday Use,” Alice Walker
- “The Girl With the Blackened Eye,” Joyce Carol Oates
- “Go Carolina,” David Sedaris
- *Inherit the Wind*, Jerome Lawrence and Robert E. Lee
- “The Jilting of Granny Weatherall,” KA Porter
- “Love Snares,” Louise Erdrich
- “The Paper Menagerie,” Ken Liu
- “The Raft,” Peter Orner
- “The Revolt of Mother,” Mary Wilkins Freeman
- “Roman Fever,” Edith Wharton
- “Scottsboro Ltd: A One Act Play,” Langston Hughes
- “Sweat,” Zora Neale Hurston
- Chapter 40 of *Uncle Tom’s Cabin*, Harriet Beecher Stowe
- “Where Are You Going? Where Have You Been?,” Joyce Carol Oates
- “The Yellow Wallpaper,” Charlotte Perkins Gilman

Poetry:

- “Accents,” Denice Frohman
- “America,” Claude McKay
- “America, I Sing Back,” Allison Adelle Hedge Coke
- “Coal,” Audre Lorde
- “Counting Descent,” Clint Smith
- “Curriculum Vitae”, Lisel Mueller
- e e cummings Poetry
- Ralph Waldo Emerson Poetry
- Emily Dickinson Poetry
- “The Hill We Climb,” Amanda Gorman
- “Home” Warsan Shire
- “I, Too,” Langston Hughes
- “If We Must Die,” Claude McKay
- “Indian Boarding School: The Runaways,” Louise Erdrich
- “Let America be America Again,” Langston Hughes
- “The Mentality of the Mob,” Anonymous
- *One Last Word*, Nikki Grimes
- “The Song of the Smoke,” W. E. B. Du Bois
- “Trudell,” Alex Jacobs
- Henry David Thoreau Poetry
- Henry Wadsworth Longfellow Poetry

- "We Would Like You to Know," Ana Castillo
- Walt Whitman Poetry

Media and Documentaries

Videos/TED Talks:

- "5 Things You Should Know About Racism," MTV Decoded
- "Adam Ruins Everything: How America Created the 'Model Minority' Myth"
- "Asian Americans used to be portrayed as the villains. How did they become a 'model minority'?"
- "We Need to Talk About an Injustice," Bryan Stevenson

Documentaries:

- *13th*, Ava DuVernay
- *Amend: The Fight for America*: Episode 1, Robe Imbriano & Tom Yellin (Netflix)
- *Miss Representation*, Jennifer Siebel Newsom

Collections

Grade 10 Book:

- Collection 1: Ourselves and Others
- Collection 2: The Natural World
- Collection 4: How We See Things
- Collection 6: Hard-Won Liberty

Grade 11 Book:

- Collection 1: Coming to America (The Tempest)
- Collection 2: Building A Democracy
- Collection 3: The Individual and Society
- Collection 4: A New Birth of Freedom
- Collection 5: An Age of Realism
- Collection 6: The Modern World (The Crucible)

LIST IML

TEXTS

BOOKS

WEBSITES

College Board site/ Google Classroom

CONTENT VOCABULARY/ TERMS

- inference
- diction
- syntax
- tone
- mood
- characterization
- allusion
- symbolism
- Rhetorical Devices: Anecdote, Call-to-Action, Logical Fallacy, Parallel Structure, Rhetorical Questions, "Rule of 3"/Repetition
- propaganda
- informational Text Conventions

Accommodations and Modifications

General Differentiated Instruction Strategies

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Leveled texts ● Chunking texts ● Choice board ● Socratic Seminar ● Tiered Instruction ● Small group instruction ● Guided Reading ● Sentence starters/frames ● Writing scaffolds ● Tangible items/pictures ● Adjust length of assignment | <ul style="list-style-type: none"> ● Repeat, reword directions ● Brain breaks and movement breaks ● Brief and concrete directions ● Checklists for tasks ● Graphic organizers ● Assistive technology (spell check, voice to type) ● Study guides ● Tiered learning stations ● Tiered questioning ● Data-driven student partnerships ● Extra time |
|---|---|

Accommodations and Modifications for Enrichment/G&T

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Accommodations and Modifications for Multilingual Learner (ML) Resources & Strategies

- Learning style quiz for students:
<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” Generator: <http://www.wordle.net/>
- Bilingual website to support students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for Free: www.Duolingo.com
- Time on task for students tool: <http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile: www.Mobymax.com
- WIDA Consortium: <http://www.wida.us/>
- Everything ESL: <http://www.everythingESL.net>
- ML Tool Box Suggestion Site: <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education: <http://www.hope4education.com>
- BrainPop: Apps loaded on Classlink
- Imagine Learning: Apps loaded on Classlink
- Google Translate
- Office of English Language Acquisition: <http://www.ed.gov/offices/OBEMLA>
- NJTESOL/NJBE: <http://njtesol-njbe.org>
- New Jersey Department of Education- Bilingual Education information
<http://www.state.nj.us/education/bilingual/>

Accommodations and Modifications for Special Education Resources & Strategies

- | | |
|--|--|
| <ul style="list-style-type: none"> • Mindplay • Learning Ally • Read & Write • Edmark Reading • Autism Helper • TeachTown • ReThink | <ul style="list-style-type: none"> • Boardmaker • BOOM cards • Starfall • IXL • Reading Eggs • Learning A-Z • Moby Max • ny2 |
|--|--|

Accommodations, Modifications and Strategies for 504

- | | |
|---|---|
| <ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment | <ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time |
|---|---|

**Strategies for At-Risk
(Opportunities for Alternate Assessments)**

- | | |
|---|--|
| <ul style="list-style-type: none">● Leveled texts● Chunking texts● Choice board● Socratic Seminar● Tiered Instruction● Small group instruction● Guided Reading● Sentence starters/frames● Writing scaffolds● Tangible items/pictures● Adjust length of assignment | <ul style="list-style-type: none">● Repeat, reword directions● Brain breaks and movement breaks● Brief and concrete directions● Checklists for tasks● Graphic organizers● Assistive technology (spell check, voice to type)● Study guides● Tiered learning stations● Tiered questioning● Data-driven student partnerships● Extra time● Text to Speech |
|---|--|

**Possible Additional Strategies for Special Education Students, 504 Students,
At-Risk Students, and Multilingual Learners (MLs)**

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials

UNIT OVERVIEW

CONTENT AREA: English	UNIT/TOPIC: The American Dream
TARGET COURSE/GRADE LEVEL: 10th grade English Language Arts	TIME FRAME: 8-10 Weeks

UNIT SUMMARY/UNIT RATIONALE:

The unit “The American Dream” encapsulates topics of study throughout the year as each unit prior has given students the opportunity to understand the American experience and not only witness examples of equality (or lack of) but immerse themselves in the quest for it as depicted in the fiction, nonfiction, and historical documents from various voices and scopes of literature. “The American Dream” invites students to explore the concepts behind the American Dream and challenge its evolution over time based on its applicability as well as the differences that it presents to various groups of individuals. The texts and essential questions in this unit push students to think outside of what they know in order to question how and why the distribution of power in both social and economic realms influence passive and/or active choices made by individuals in the affected society. This questioning creates an impression in students of the power of change and transformation through voice, activism, and civic engagement as they fully see the direct influences of the consequences to speaking up or standing back.

After the completion of this unit, “The American Dream,” students will gain depth of knowledge in: identifying issues that matter to them and identify ways to work toward progress on these issues; identifying ways in which the American Dream has changed over time and looks different for various groups within the United States; and identifying ways that the United States is still working towards living up to its American ideals. Through engagement in meaningful discussion inspired by the voices in American literature from this unit, students walk away with understanding fundamental power in the influence of an individual and/or group, and the power that comes from questioning tradition to implement an evolution of change and transformation as active members of their society. Students will be prepared for a variety of writing tasks and/or projects surrounding this theme, including argument writing, synthesis writing, speech writing, literary analysis, and rhetorical analysis. Students will have the opportunity to study and synthesize fiction and nonfiction texts, learn and review annotation and close-reading skills, study key literary devices and linguistic/rhetorical choices, and learn to formulate thematic connections between their texts.

PROBLEM-BASED LEARNING TOPIC:

Students will have the opportunity to research real-world issues relevant to their lives that parallels themes of the texts to ultimately focus on the unit’s essential questions. For example, if teaching *Just Mercy* that highlights the oppression in the justice system and the fight to prove those on death row innocent through the funding of a nonprofit organization, students may research an example of activism and find a nonprofit associated with the cause based on inspiration from the text. Students can research the topic and develop a synthesis between their research and the text. As a part of the research, students can write to a nonprofit addressing their concern and request support on the issue at hand.

For additional ideas and inspiration please see the linked document: [Project-Based Learning: 10th Grade American Literature](#)

INTERDISCIPLINARY CONNECTIONS

- Unit texts written by diversified authors that reflect the various struggles of individuals on their quest to understand themselves and their purpose in society offer the opportunity for various connections as teachers work to contextualize American tradition and ways of being that have shaped society and in turn shaped the individual and their connection to themselves and to others. Students will have the

opportunity to connect the themes, struggles, and strides presented in the texts to the world around them through various modes of research.

- Marking Period texts such as *I Am Not Your Perfect Mexican Daughter* offer interdisciplinary connections as teachers work to contextualize the United States immigration history, Mexican-American cultural studies, and the experiences of first generation experiences.
 - 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
- Marking Period texts such as *Just Mercy* offer interdisciplinary connections as teachers work to contextualize the United States criminal justice system, civil rights, and discussions on systemic racism.
 - 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- Marking Period texts such as *The Great Gatsby* offer interdisciplinary connections as teachers work to contextualize the Roaring Twenties, the American Dream, and the social and economic issues of the Jazz Age.
 - 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
- Topics such as socioeconomic power, society created standards for beliefs and ways of being that encompass continuing tradition without question, and historical events that have led to unresolved tension and mistreatment among various groups of individuals allow students to participate in synthesis based discussion that considers the evolution of different communities and perspectives over time. This further invites opportunity for reflection and internalization on the power of transformation and the power an individual holds in their decisions on themselves and the world around them.
 - 6.1.2.HistoryCA.1: Make an evidence-based argument about how and why communities change over time (e.g., locally, nationally, globally).
 - 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

For additional ideas and inspiration please see the linked document: [Interdisciplinary Connections](#)

ESSENTIAL QUESTIONS:

- What is the American Dream? How has it changed over time? How might it differ among various groups?
- How can Americans continue to push for individual and/or collective progress? How does this influence the fulfillment of the American Dream?
- How has power historically been distributed/experienced in America? How have groups worked to change this power distribution over time? How and to what extent are individuals passive/complicit in current economic and social structures of power? How can activism, civic engagement, and/or civil disobedience continue to transform American society?

SEL Competencies:

<https://www.nj.gov/education/safety/wellness/selearning/docs/SELCompetencies.pdf>

Self-Awareness:

- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations

Social Awareness:

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ

Responsible Decision-Making

- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Embedding Social Emotional Learning (SEL) into the high school English curriculum involves integrating activities and discussions that promote self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. English classes can incorporate SEL by selecting literature that explores diverse perspectives and emotions, encouraging students to empathize with characters' experiences and reflect on their own feelings. Teachers can design assignments that foster teamwork and communication skills, such as group discussions or collaborative projects. Additionally, incorporating mindfulness exercises or journaling prompts into the curriculum can help students develop emotional regulation and self-reflection skills. By weaving SEL into the fabric of the English curriculum, educators can support students in not only developing their literary analysis skills but also in becoming more empathetic, self-aware individuals capable of navigating their academic and personal lives more effectively. For example see [SEL Lessons](#).

LEARNING TARGETS**NEW JERSEY STUDENT LEARNING STANDARDS:**Language Domain

L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.

- K. Use parallel structure.
- L. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- M. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- N. Use a colon to introduce a list or quotation.
- O. Recognize spelling conventions.

L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- G. 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.
- H. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- I. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- K. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- M. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- N. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

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

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- G. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
H. Analyze nuances in the meaning of words with similar denotations.
I. 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; how the language of a court opinion differs from that of a newspaper).

Reading Domain

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RL.TS.9–10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

RI.TS.9–10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RL.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

Writing Domain

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

- K. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- L. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
- M. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- N. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- O. Provide a concluding paragraph or section that supports the argument presented.

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

- K. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- L. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- M. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- N. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- O. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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

W.RW.9–10.7. 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.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced

searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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

Speaking and Listening Domain

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- I. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- J. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- K. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- L. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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

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

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

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

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

Career Readiness, Life Literacies, and Key Skills (21st Century NJSL 9):

21st Century Skills, 21st Century, Life and Career Standards:

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

- CRP5. Consider the environmental, social and economic impacts of decisions.
 CRP6. Demonstrate creativity and innovation.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

TECHNOLOGY (CSDT Standards NJSLS 8):

“Intent and Spirit of the Computer Science and Design Thinking Standards

All students receive computer science and design thinking instruction from Kindergarten through grade 12. The study of these disciplines focuses on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”

The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.

8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

8.1.12.IC.2: Test and refine computational artifacts to reduce bias and equity deficits.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.

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.

INSTRUCTION

MANDATED ITEMS (IE. CLIMATE CHANGE, AMISTAD, AAPT, HOLOCAUST/GENOCIDE... if applicable):

Climate change - resources on the state sites:

<https://www.nj.gov/education/climate/learning/connections/>

<https://www.nj.gov/education/climate/>

Amistad Law: N.J.S.A. 18A 52:16A-88 Incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. Teaching about the contributions of African Americans gives educators the opportunity to highlight themes of perseverance, cultural preservation, and the overcoming of obstacles to achieve success. Through class discussions that center around the racial segregation that was the foundation of America and how that influenced African American culture and families, students can gain a deeper appreciation for their groundbreaking achievements and their impact on American history. Speeches like Colin Kaepernick’s acceptance speech "Amnesty International Ambassador of Conscience" speak to the need for continued action against systemic injustices and the need to challenge structures that contribute to inequalities in society against marginalized groups. Students are exposed to the inspiration behind activism to combat oppression and stand up against immorality. The exposure to this text, and texts with similar messages, provides students the call to action to make change in addition to providing awareness to the work that still needs to be done. Additionally, like *Between the World and Me* by Ta-Nehisi Coates provides students to explore the challenges that exist for

those, specifically African Americans, who face challenges simply for living because they are living in a society that is built on racial inequality. Students can parallel this nonfiction writing to the historical aspects that shaped racism and systemic oppression for the Black community and how those aspects contributed to dehumanization. This study provides students the opportunity to reflect on the hardships and reflect on the true meaning behind the American Dream and challenge its relevance if it is not attainable by all. Students can explore fear, hope, and resilience that was pivotal to these communities in overcoming these challenges. Moreover, texts like *Just Mercy* by Bryan Stevenson provide students with real-life insight to the modern day oppression that still exists in the systems to explore the inequalities of the American justice system and how racism is the root of the lack of access to proper representation for those who are innocent but wrongly accused and found guilty. Students can compare historical landmarks of the strides made from well-known voices to see the present day need for activism and support to continue a fight that is not yet completely won, while also seeing the power of those come together as individuals who have a direct impact on these groups and their resilient fight to escape oppression and live a fulfilled life as an individual.

Holocaust Law: N.J.S.A. 18A:35-28 Include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. Texts such as *Death of an Innocent* by Jon Krakauer, *I Know Why The Caged Bird Sings* by Maya Angelou, and speech "Let My People Go" by Carlos Montezuma, while not directly about the Holocaust, connect to this law through their exploration of themes of oppression and resistance as a result of the consequences of societal prejudice, the fight for justice, and the human struggle for dignity and freedom because of dehumanizing experiences. *Death of an Innocent* presents a criticism of society. Much like the Holocaust that was filled with an oppressive system that led to the dehumanization of innocent lives, this text contrasts the oppression in systems and power that comes in finding your way away from social structures and thinking for yourself. The consequence to isolation as a result of this free thinking can be used to parallel the experiences of isolation in marginalized groups during mass genocides like the Holocaust. Additionally, *I Know Why the Caged Bird Sings* explores the impact of systemic oppression and how discrimination and prejudice are used to dehumanize an individual or entire community. This allows students to parallel to the root cause behind genocide, like the Holocaust, and the lasting impact it left on communities affected. Students can explore the resilience in this text and assertion of the fight to overcome oppression, as did each person impacted by the Holocaust as victims and survivors. Moreover, another way for students to parallel the impact and effect of the Holocaust can be throughout Carlos Montezuma's speech "Let My People Go" wherein students are able to experience the demand for freedom and rights of Native Americans to be seen as people. As students are exposed to the oppression and injustices of this group from the genocides that took place on American land, they can extend their connection to the experiences of the Holocaust to understand the consequences of ignoring injustices and the importance of humanization.

Climate: Connections of the *The Reluctant Fundamentalist* by Mohsin Hamid can be used as students investigate the implications of human interactions with the environment to explore how ignoring environmental factors leads to various consequences. The illusion behind the American Dream is exposed in a post 9/11 world is the center of the text for students to understand how political climates impact individual quests for identity as they are directly influenced by the systems around them. Additionally, nonfiction texts like *Into the Wild* by Jon Krakauer can be connected to the theme of consequences to unchecked power in the impact on the environment in its interaction with humans. The exploration in the relationship between humans and nature, and how nature shapes our identity, can be extended to the parallel of environmental science and protection to learn to not only work with the climate but be reminded of the underestimated power within it.

ASSESSMENTS (BENCHMARK, FORMATIVE, SUMMATIVE, ALTERNATIVE):

Instructional Strategies:

May include, but are not limited to:

Formative Assessments:

- Do Now/Bell ringer
- reading checks
- red, yellow, green light
- barometer check
- small group discussion
- Small group instruction
- peer assessment
- self-assessment
- KWL
- Venn diagram
- close Reading/annotations
- graphic organizer
- exit tickets
- reflections/surveys
- Journaling
- Jigsaws
- Learning Stations/Gallery Walks

Summative Assessments:

- Reading passages with multiple choice questions
- Synthesis/Expository Essays (process pieces)
- Creative writing (letters or poetry)
- Thematic analysis
- Expository writing
- Socratic Seminar discussion
- Fish bowl discussion
- Reader's response journal
- Oral presentation
- Speech
- Prose constructed response
- On-demand writing
- Debates

INSTRUCTIONAL RESOURCES, MATERIALS (Include various levels of text at each grade level):**Fiction:**

- *The Book of Unknown Americans*, Cristina Henríquez
- *The Bread Givers*, Anzia Yezierska
- *The Catcher in the Rye*, J. D. Salinger
- *Death of an Innocent*, Jon Krakauer
- *Ethan Frome*, Edith Wharton
- *Fences*, August Wilson
- *The Great Gatsby*, F. Scott Fitzgerald
- *Huck Finn*, Mark Twain
- *I Am Not Your Perfect Mexican Daughter*, Erika Sánchez
- *The Nickel Boys*, Colson Whitehead
- *Passing*, Nella Larsen
- *The Reluctant Fundamentalist*, Mohsin Hamid
- *To Kill a Mockingbird*, Harper Lee

Nonfiction:

- *The American Dream: A Short History of an Idea That Shaped a Nation*, Jim Cullen (excerpts)
- *Between the World and Me*, Ta-Nehisi Coates
- *Hidden Figures*, Margot Lee Shetterly
- *Into the Wild*, Jon Krakauer
- *I Know Why The Caged Bird Sings*, Maya Angelou (excerpts or full text)
- *Just Mercy*, Bryan Stevenson (excerpts or full text)
- *Notes of a Native Son*, James Baldwin (excerpts)
- *The Warmth of Other Suns*, Isabel Wilkerson (excerpts)

Essays:

- "Civil Disobedience," Henry David Thoreau
- "How the Irish Became White," Art McDonald
- *Walden*, Henry David Thoreau (excerpts)

Speeches:

- 2004 Democratic National Convention Speech, Barack Obama
- "A More Perfect Union," Barack Obama
- "Ain't I A Woman?" Sojourner Truth
- "Amnesty International Ambassador of Conscience" acceptance speech, Colin Kaepernick
- Declaration of Sentiments, Elizabeth Cady Stanton
- "Disappointment is the Lot of Women," Lucy Stone
- First Inaugural Address, Franklin D. Roosevelt
- "The Hope Speech," Harvey Milk
- "I Have a Dream," Martin Luther King, Jr.
- Inaugural Address, John F. Kennedy
- "Iowa Victory Speech" Barack Obama
- "Let My People Go," Carlos Montezuma
- "The Master's Tools Will Never Dismantle the Master's House," Audre Lorde
- "Remarks in Recognition of International Human Rights Day," Hillary Clinton
- "We Would Rather Have Died," Chief Standing Bear
- "Why Black Lives Matter," Alicia Garza
- "Women are Key to Global Economy," Hillary Clinton
- "The Women's Liberation and the Gay Liberation Movements," Huey P. Newton
- "Wrath of Grapes," Cesar Chavez

Primary Sources:

- "Appeal to the Christian Women of the South," Angelina Grimké
- The Declaration of Independence
- Land Acknowledgement
- "Letter from Birmingham City Jail," Martin Luther King, Jr.

Articles:

- "The Blocked Path," *Learning for Justice*
- "Celebrating Juneteenth in Galveston," Clint Smith
- "The Case for Working with Your Hands," Matthew Crawford
- "The Cruel Key to Individual Prosperity: Choosing the Right Ancestors" Gregory Clark
- "How Much Does it Cost You in Wages if You Sound 'Black'?", Steven Levitt and Stephen Dubner
- "How South Asian Americans are Building a New American Dream"
- "Latinos are more likely to believe in the American dream, but most say it is hard to achieve," Pew Research

Center

- "The New Jim Crow," Michelle Alexander
- "Silence Breaking Woman: Surviving Racism Through Storytelling," Terese Marie Mailhot
- "Super Duper," Susan Orlean
- "Wealthy Teen Nearly Experiences Consequences," The Onion

Personal Narratives:

- excerpt from "Hunger for Memory," Richard Rodriguez

Short Stories:

- "A Summer Tragedy," Arna Bontemps
- "A Wagner Matinee," Willa Cather
- "A Worn Path," Eudora Welty
- "April Showers," Edith Wharton
- "Barbie-Q," Sandra Cisneros
- "Bartleby, the Scrivener," Herman Melville
- "The Blues I'm Playing," Langston Hughes
- "The Devil and Tom Walker," Washington Irving
- "Everyday Use," Alice Walker
- "The Far and the Near," Thomas Wolfe
- *Inherit the Wind*, Jerome Lawrence and Robert E. Lee
- "The Jilting of Granny Weatherall," KA Porter
- "Love Snares," Louise Erdrich
- "The Lowest Animal," Mark Twain
- "The Revolt of Mother," Mary Wilkins Freeman
- "Roman Fever," Edith Wharton
- "Scottsboro Ltd: A One Act Play," Langston Hughes
- "The Third and Final Continent," Jhumpa Lahiri
- "When Mr. Pirzada Came to Dine," Jhumpa Lahiri
- "Winter Dreams," F. Scott Fitzgerald

Poetry:

- "America," Claude McKay
- "America, I Sing Back," Allison Adelle Hedge Coke
- "The Children of the Poor," Gwendolyn Brooks
- "Counting Descent," Clint Smith
- "Curriculum Vitae," Lisel Mueller
- "The Hill We Climb," Amanda Gorman
- "Home," Warsan Shire
- "I, Too," Langston Hughes
- "If We Must Die," Claude McKay
- "Indian Boarding School: The Runaways," Louise Erdrich
- "Let America be America Again," Langston Hughes
- "The Mentality of the Mob," Anonymous
- *One Last Word*, Nikki Grimes
- "The Song of the Smoke," W. E. B. Du Bois
- "We Would Like You to Know," Ana Castillo

Videos/TED Talks:

- "5 Things You Should Know About Racism," MTV Decoded

- “Adam Ruins Everything: How America Created the ‘Model Minority’ Myth”
- “Adam Ruins Everything: Why the American Dream is a Myth”
- “Asian Americans used to be portrayed as the villains. How did they become a ‘model minority’?”
- “We Need to Talk About an Injustice,” Bryan Stevenson

Documentaries:

- *Racing Extinction*, Louie Psihoyos

Grade 10 Book:

- Collection 1: Ourselves and Others
- Collection 2: The Natural World
- Collection 4: How We See Things
- Collection 6: Hard-Won Liberty

Grade 11 Book:

- Collection 1: Coming to America (The Tempest)
- Collection 2: Building A Democracy
- Collection 3: The Individual and Society
- Collection 4: A New Birth of Freedom
- Collection 5: An Age of Realism
- Collection 6: The Modern World (The Crucible)

CONTENT VOCABULARY/ TERMS

- Alliteration
- Allusion
- Anaphora
- Characterization/character development
- Dialogue
- Diction
- Flashback
- Foreshadowing
- Hyperbole
- Idiom
- Imagery / image patterns
- ~ Recognize imagery and explain how select images relate to those in the remainder of the text
- ~ Recognize/explain how images work with text as a whole.
- ~ Recognize/explain noticeable absence of imagery
- Inference
- Informational text conventions
- Internal monologue
- Irony
- Literal vs. figurative language
- Metaphor
- Onomatopoeia
- Paradox
- Personification
- Persuasive techniques
- Plot structure
- Point of view / Reliability of Narrator
- Propaganda

- Pun
- Repetition
- Rhetorical devices:
 - ~ Anecdote ~ Parallel Structure
 - ~ Call to Action ~ Rhetorical Qs
 - ~ Logical Fallacy ~ Rule of 3 / Repetition
- Rhyme
- Rhythm
- Satire
- Setting
- Simile
- Suspense
- Symbolism
- Syntax
- Theme
- Tone /Mood

Accommodations and Modifications

General Differentiated Instruction Strategies

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Leveled texts ● Chunking texts ● Choice board ● Socratic Seminar ● Tiered Instruction ● Small group instruction ● Guided Reading ● Sentence starters/frames ● Writing scaffolds ● Tangible items/pictures ● Adjust length of assignment | <ul style="list-style-type: none"> ● Repeat, reword directions ● Brain breaks and movement breaks ● Brief and concrete directions ● Checklists for tasks ● Graphic organizers ● Assistive technology (spell check, voice to type) ● Study guides ● Tiered learning stations ● Tiered questioning ● Data-driven student partnerships ● Extra time |
|---|---|

Accommodations and Modifications for Enrichment/G&T

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity

- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

Accommodations and Modifications for Multilingual Learner (ML) Resources & Strategies

- Learning style quiz for students:
<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- “Word clouds” Generator: <http://www.wordle.net/>
- Bilingual website to support students, parents and educators: <http://www.colorincolorado.org/>
- Learn a language for Free: www.Duolingo.com
- Time on task for students tool: <http://www.online-stopwatch.com/>
- Differentiation activities for students based on their Lexile: www.Mobymax.com
- WIDA Consortium: <http://www.wida.us/>
- Everything ESL: <http://www.everythingESL.net>
- ML Tool Box Suggestion Site: <http://www.wallwisher.com/wall/elltoolbox>
- Hope4Education: <http://www.hope4education.com>
- BrainPop: Apps loaded on Classlink
- Imagine Learning: Apps loaded on Classlink
- Google Translate
- Office of English Language Acquisition: <http://www.ed.gov/offices/OBEMLA>
- NJTESOL/NJBE: <http://njtesol-njbe.org>
- New Jersey Department of Education- Bilingual Education information
<http://www.state.nj.us/education/bilingual/>

Accommodations and Modifications for Special Education Resources & Strategies

- | | |
|--|--|
| <ul style="list-style-type: none"> • Mindplay • Learning Ally • Read & Write • Edmark Reading • Autism Helper • TeachTown • ReThink | <ul style="list-style-type: none"> • Boardmaker • BOOM cards • Starfall • IXL • Reading Eggs • Learning A-Z • Moby Max • ny2 |
|--|--|

Accommodations, Modifications and Strategies for 504

- | | |
|---|---|
| <ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment | <ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time |
|---|---|

Strategies for At-Risk (Opportunities for Alternate Assessments)

- | | |
|---|---|
| <ul style="list-style-type: none"> • Leveled texts • Chunking texts • Choice board • Socratic Seminar • Tiered Instruction • Small group instruction • Guided Reading • Sentence starters/frames • Writing scaffolds • Tangible items/pictures • Adjust length of assignment | <ul style="list-style-type: none"> • Repeat, reword directions • Brain breaks and movement breaks • Brief and concrete directions • Checklists for tasks • Graphic organizers • Assistive technology (spell check, voice to type) • Study guides • Tiered learning stations • Tiered questioning • Data-driven student partnerships • Extra time • Text to Speech |
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**Possible Additional Strategies for Special Education Students, 504 Students,
At-Risk Students, and Multilingual Learners (MLs)**

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> • Extra time for assigned tasks • Adjust length of assignment • Timeline with due dates for reports and projects • Communication system between home and school • Provide lecture notes/outline 	<ul style="list-style-type: none"> • Extra Response time • Have students verbalize steps • Repeat, clarify or reword directions • Mini-breaks between tasks • Provide a warning for transitions • Reading partners 	<ul style="list-style-type: none"> • Precise step-by-step directions • Short manageable tasks • Brief and concrete directions • Provide immediate feedback • Small group instruction • Emphasize multi-sensory learning 	<ul style="list-style-type: none"> • Teacher-made checklist • Use visual graphic organizers • Reference resources to promote independence • Visual and verbal reminders • Graphic organizers
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> • Computer/whiteboard • Tape recorder • Spell-checker • Audio-taped books 	<ul style="list-style-type: none"> • Extended time • Study guides • Shortened tests • Read directions aloud 	<ul style="list-style-type: none"> • Consistent daily structured routine • Simple and clear classroom rules • Frequent feedback 	<ul style="list-style-type: none"> • Individual daily planner • Display a written agenda • Note-taking assistance • Color code materials