

# English II Grade 10

Prepared by:

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*Superintendent of Schools:*

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**Revised August 22, 2022**

### Grade 10 English Curriculum Overview

Grade 10 English is taught in eight units throughout the school year. The curriculum focuses on the larger theme of the individual's relationship to their community and explores a different facet of this dynamic with each quarter. Units 1-6 will follow in sequence, with 7 and 8 occurring throughout the year. Through small and large group discussions, a major essay each quarter, presentations, and activities, students will explore how literature can help us reflect on the impact our communities have in shaping our identities and the impact our actions have on our communities. Students will compose essays of exposition, literary analysis, and argument. Writing skills emphasized include organization, clarity, editing, and evidence based support. Participating in this program helps students:

1. To acknowledge the important role they hold in their communities and recognize that their actions can have an impact.
2. To apply conventions of writing to convey clear and cogent ideas.
3. To meet the English standards for New Jersey Public Schools.

#### Suggested Course Sequence\*:

- Unit 1: Early American Literature
- Unit 2: Conformity and Rebellion: *The Crucible and The Scarlet Letter*
- Unit 3: American Romanticism
- Unit 4: The Research Paper
- Unit 5: Romeo and Juliet
- Unit 6: Realism
- Unit 7: Vocabulary
- Unit 8: Grammar
- Unit 9: Sound and Sense (extra Honors Unit)

Prerequisite: Grade 9 English

*\*The number of instructional days is an estimate based on the information available at this time. 1 day equals approximately 42 minutes of seat time. Teachers are strongly encouraged to review the entire unit of study carefully and collaboratively to determine whether adjustments to this estimate need to be made.*

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<b>Content Area: English</b>
<b>Unit Title: 1 - Early American Literature</b>
<b>Grade Level: 10</b>
<b>Unit Summary:</b> Early American Writings from 1600-1800: Colonial Authors. Students will trace the beginnings of American Literature and the cultural influences of early American settlers in this informational text based unit. Persuasive rhetoric will be explored as we transition from Colonial texts to into a revolutionary America.

CPI#:	Statement:
<b>Performance Expectations (NJSL)</b>	
<b>RL.9-10.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
<b>RL.9-10.2</b>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
<b>RL.9-10.4</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<b>RL.9-10.6</b>	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<b>RL.9-10.9</b>	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
<b>RL.9-10.10</b>	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
<b>RI.9-10.1</b>	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
<b>RI.9-10.2</b>	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

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<b>RI.9-10.3</b>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<b>RI.9-10.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>RI.9-10.5</b>	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

<b>RI.9-10.6</b>	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
<b>RI.9-10.7</b>	Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
<b>RI.9-10.8</b>	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
<b>RI.9-10.9</b>	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
<b>RI.9-10.10</b>	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
<b>W.9-10.1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>W.9-10.2</b>	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.
<b>W.9-10.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>W.9-10.5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
<b>W.9-10.8</b>	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).
<b>W.9-10.9</b>	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

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<b>W.9-10.10</b>	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.
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<b>SL.9-10.1</b>	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.
<b>SL.9-10.3</b>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
<b>SL.9-10.4</b>	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
<b>SL.9-10.5</b>	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.
<b>SL.9-10.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
<b>L.9-10.1</b>	Demonstrate command of the conventions of standard English grammar and usage 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.
<b>L.9-10.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.
<b>L.9-10.3</b>	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
<b>L.9-10.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
<b>L.9-10.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.9-10.6</b>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.
	<b>Computer Science and Design Thinking (standard 8)</b>

8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
	<b>Interdisciplinary Connection</b>
6.1.12.Civics Pl. 1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
6.1.12.History CC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
	<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>
	"The New England Colonies and the Native Americans." <i>National Geographic</i> , National Geographic Society, 2022, <a href="https://education.nationalgeographic.org/resource/new-england-colonies-and-native-americans">https://education.nationalgeographic.org/resource/new-england-colonies-and-native-americans</a> .
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● What do we value most?</li> <li>● What shapes us as a community? <ul style="list-style-type: none"> <li>● What perspectives did the colonists, Puritans, Native Americans, and Africans bring to the New World?</li> </ul> </li> <li>● How has the media shaped our perceptions of early American peoples?</li> <li>● How did the Puritan lifestyle affect early American literature?</li> <li>● How is the "plain style" of writing characterized?</li> <li>● How was religious faith displayed in the Sermons and Poetry of early Americans? <ul style="list-style-type: none"> <li>● What literary elements are used to enhance the meaning of this religious toned literature</li> <li>● How do communities keep their members "in line"? ● When does hardship unite us?</li> </ul> </li> <li>● How are rhetorical strategies used to create a heightened style within a persuasive work?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Groups of people came to the New World for a variety of economic, social, and religious reasons. <ul style="list-style-type: none"> <li>● We need to be sensitive to the historical struggle of others' values and beliefs that shaped American culture and literature.</li> </ul> </li> <li>● Literary rhetoric and culture of the colonial period influenced the founding of America.</li> <li>● Literature is sometimes written to evoke change in society.</li> <li>● Literature is used to express man's connection to nature.</li> </ul>

**Unit Learning Targets/Objectives:**

*Students will...*

- *Evaluate literature and informational texts for audience, purpose and prejudices*
- *Compare and contrast different styles of writing*
- *Describe contributions of different cultures to the development of American literature.*
- *Examine the way a society's behaviors, customs, values affect their literature*
- *Use motive and purpose of an author to help them interpret a work*

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- *Take useful notes from assigned background reading in text that distinguish between main ideas and details*
- *Distinguish between objective and subjective writing*
- *Locate and analyze figurative language employed by the authors*
- *Uncover the rhetorical tools an author uses to convey a message.*
- *Detect tone of an author from a passage.*
- *Locate the main idea of a work.*
- *Identify the difference between poetry and prose.*
- *Assign meaning to figurative language used within a work.*
- *Analyze persuasive techniques in literature and our world*
- *Synthesize persuasive techniques into an essay format*

**Formative Assessments:**

- Unit Section Quizzes
- Reading Comprehension and Analysis Questions
- Cultural Comparison Chart
- Word/Theme walls
- Timelines
- Small group discussion/mini-presentations
- Current event/personal comparisons
- Exit Slips to check for daily understanding

**Summative/Benchmark Assessment(s):**

- In-Class comparison/contrast/analysis of paired texts
- Test of reading materials

**Resources/Materials** (copy hyperlinks for digital resources):**Modifications:**

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*Special Education Students/504*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

*English Language Learners*

- Assign a buddy, same language or English speaking

*At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*Gifted and Talented Students*

- Provide extension activities



- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
<b>Historical Context</b>	Understanding the cultural and religious background of the early American settlers	1-2 days
<b>Of Plymouth Plantation</b>	Comprehending the trials of the Plymouth settlers through a journal style account of their hardships, in William Bradford's <i>Of Plymouth Plantation</i> . Identifying characteristics of their community through their writings. Evaluating Objectivity and Subjectivity in writing	4 days
<b>Subjectivity vs. Objectivity</b>	Comprehending and Identifying the difference between subjectivity and objectivity in writing	1 day
<b>Puritan Values in different writing forms</b>	Comprehending how Puritan values are conveyed through poetry and sermons in Anne Bradstreet's "Lines Composed Upon the Burning of Our House," and Jonathan Edwards' "Sinners in the Hands of an Angry God"	5 days
<b>Extended Metaphor</b>	Composing an extended metaphor using Anne Bradstreet's poem's example	1 day
<b>Rhetorical Techniques</b>	Evaluating the rhetorical techniques of Jonathan Edwards' sermon and recognizing how they are used in modern contexts	2 days

**Teacher Notes:**

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- Honors level will study 1-3 additional pieces of literature from this period.
- This unit will overlap with Unit 2, which begins with *The Crucible*.

## Additional Resources

- *Holt McDougal Literature: American Literature*. Common Core Edition. USA: Houghton Mifflin Harcourt Publishing Company, 2012.
  - Unit 1 Resources. Early American Writing 1600-1800. pp.18-298.

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<b>Content Area: English</b>	
<b>Unit Title: 2 - Conformity and Rebellion: <i>The Crucible</i> and <i>The Scarlet Letter</i></b>	
<b>Grade Level: 10</b>	
<b>Unit Summary:</b> Students will evaluate the relationship between the individual and their community through the texts of <i>The Scarlet Letter</i> and <i>The Crucible</i> . This unit can overlap with units 1 (Colonial Literature) and 3 (American Romantic Poetry) as themes and topics correlate.	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSL)</b>	
<b>RL.9-10.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
<b>RL.9-10.2</b>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
<b>RL.9-10.3</b>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<b>RL.9-10.4</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<b>RL.9-10.5</b>	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

<b>RL.9-10.6</b>	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<b>RL.9-10.9</b>	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

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<b>RL.9-10.10</b>	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
<b>RI.9-10.1</b>	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
<b>RI.9-10.2</b>	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
<b>RI.9-10.3</b>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<b>RI.9-10.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>RI.9-10.5</b>	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
<b>RI.9-10.6</b>	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
<b>RI.9-10.8</b>	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
<b>RI.9-10.10</b>	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
<b>W.9-10.1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

<b>W.9-10.2</b>	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.
<b>W.9-10.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>W.9-10.5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
<b>W.9-10.8</b>	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).

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<b>W.9-10.9</b>	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
<b>W.9-10.10</b>	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.
<b>SL.9-10.1</b>	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.
<b>SL.9-10.3</b>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
<b>SL.9-10.4</b>	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
<b>SL.9-10.5</b>	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.
<b>SL.9-10.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
<b>L.9-10.1</b>	Demonstrate command of the conventions of standard English grammar and usage 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.
<b>L.9-10.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell

	correctly.
<b>L.9-10.3</b>	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
<b>L.9-10.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
<b>L.9-10.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.9-10.6</b>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

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9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.
	<b>Computer Science and Design Thinking (standard 8)</b>
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
	<b>Interdisciplinary Connection</b>
6.1.12.Civics Pl. 1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
6.1.12.Histor yC C.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
6.3.12.Histor yC A.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy.
	<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>
	Congress, U.S.. "Americans with Disabilities Act." <i>Milestone Documents Online</i> , Lincoln Library Press, 2020. <i>FactCite</i> , <a href="https://www.factcite.com/milestone/10010884.html">https://www.factcite.com/milestone/10010884.html</a> . Accessed 21 Jul. 2022.

**Formative Assessments:**

- Chapter reading quizzes
- Reading comprehension- chapter summary sheets
- Vocabulary quizzes
- Cultural Comparison Chart
- Word/Theme walls
- Character analysis sheets
- Theme charts
- Small group discussion- Socratic seminars
- Class debate preparation and participation
- Current event/personal comparisons
- Debate preparation and participation

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- Presentations
- Essay preparation and organization document
- Exit Slips to check for daily understanding

**Summative/Benchmark Assessment(s):**

- Literary Analysis Essay
- Objective Test of reading material
- Timed writing essay

**Resources/Materials** (copy hyperlinks for digital resources):

**Modifications:**

*Special Education Students/504*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

*English Language Learners*

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

*At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*Gifted and Talented Students*

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

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<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
<b>Individual and the Community</b>	Recognizing the role the individual plays in their community and how these two entities affect each other.	1-2 days
<b>The Crucible</b>	Comprehension; Charting Characters and Themes	2 weeks

<b>Arthur Miller and McCarthyism</b>	Understanding the historical impetus for Arthur Miller's play; evaluating how literature can demonstrate connections between historical events and our own contemporary world	3 days
<b>Pride Vs. Honor</b>	Evaluating John Proctor's final decision. Debate preparation and Essay Composition of argument.	3 days
<b>Persuasive Essay Composition</b>	Identifying Evidence, Composing Thesis Statement, Introduction, Topic Sentences and Body Paragraphs	3 days
<b>Alienation and Shunning</b>	Evaluating the role, effectiveness and ethical nature of Public Shaming in our society	3 days
<b>The Scarlet Letter</b>	Interpreting Language, Plot, Themes, and Characterization through presentations, comprehension questions, dynamic character development charts, chapter logs, and discussion	4 weeks
<b>American Romanticism and The Gothic style</b>	Overview of the literary period of the early-mid 19C.	3 days
<b>Symbolism</b>	Define symbolism, identify the symbols of <i>The Scarlet Letter</i> and their larger connections to the themes of the novel	4 weeks (ongoing while reading the novel)
<b>Literary Analysis Essay</b>	Tracing and analysis of theme of isolation or Literary Analysis of a symbol or symbols and their larger meaning in the text. Lessons on providing textual support in a paper, embedding quotes, proper word choice, MLA style. Writing Reflection after feedback.	2 weeks
<b>Teacher Notes:</b>		
<ul style="list-style-type: none"> <li>Both texts may be used, or teacher may choose to use <i>The Crucible</i> only.</li> </ul>		
<b>Additional Resources</b>		
<ul style="list-style-type: none"> <li>Hawthorne, Nathaniel. <i>The Scarlet Letter</i>.</li> </ul>		



- Contemporary “Scarlet Letter” stories in newspaper articles/informational texts.
- LoudLit.org audio version of *The Scarlet Letter*
- *The Crucible*. Dir. Nicholas Hytner. Twentieth Century Fox, 1996. Film.
- *Holt McDougal Literature: American Literature*. Common Core Edition. USA: Houghton Mifflin Harcourt Publishing Company, 2012.

- Miller, Arthur. *The Crucible*. pp. 132-224.

<b>Content Area: English</b>	
<b>Unit Title: 3 - The Romantic Sensibility: Celebrating the Individual</b>	
<b>Grade Level: 10</b>	
<b>Unit Summary:</b> Spanning the years of 1800-1855, the unit will cover the early American Romantics, the Fireside Poets, the Transcendentalists and the American Gothics. Personal connections to the tenets of the movement as well as contemporary Gothic works will be examined.	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSLs)</b>	
<b>RL.9-10.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
<b>RL.9-10.2</b>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
<b>RL.9-10.3</b>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<b>RL.9-10.4</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<b>RL.9-10.5</b>	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

<b>RL.9-10.6</b>	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<b>RL.9-10.7</b>	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
<b>RL.9-10.9</b>	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
<b>RL.9-10.10</b>	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
<b>RI.9-10.1</b>	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
<b>RI.9-10.2</b>	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
<b>RI.9-10.3</b>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<b>RI.9-10.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>RI.9-10.5</b>	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
<b>RI.9-10.6</b>	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
<b>RI.9-10.8</b>	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
<b>RI.9-10.10</b>	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
<b>W.9-10.1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

<b>W.9-10.2</b>	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.
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<b>W.9-10.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>W.9-10.5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
<b>W.9-10.8</b>	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).
<b>W.9-10.9</b>	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
<b>W.9-10.10</b>	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.
<b>SL.9-10.1</b>	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.
<b>SL.9-10.3</b>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
<b>SL.9-10.4</b>	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
<b>SL.9-10.5</b>	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.
<b>SL.9-10.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
<b>L.9-10.1</b>	Demonstrate command of the conventions of standard English grammar and usage 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.
<b>L.9-10.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.

<b>L.9-10.3</b>	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
<b>L.9-10.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

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<b>L.9-10.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.9-10.6</b>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.
	<b>Computer Science and Design Thinking (standard 8)</b>
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
	<b>Interdisciplinary Connection</b>
6.1.12.GeoP P.2 .a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
6.1.12.Econ EM .2.c	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.Histor yC A.2.a.	Research multiple perspectives to explain the struggle to create an American identity.
	<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>
	Gura, Philip F. "Transcendentalism and Social Reform." <i>AP US History Study Guide from The Gilder Lehrman Institute of American History</i> , The Gilder Lehrman Institute of American History, 31 July 2012, <a href="https://ap.gilderlehrman.org/history-by-era/first-age-reform/essays/transcendentalism-and-social-reform?period=5">https://ap.gilderlehrman.org/history-by-era/first-age-reform/essays/transcendentalism-and-social-reform?period=5</a> .

<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• What characteristics make up the period known as "Romanticism"?</li> <li>• How did the social and historical contexts of the 1800s affect the creation of literature in America?</li> <li>• How does the study of the philosophy of Transcendentalism help in viewing society and</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Early Romantic writers sought to journey away from the corruption of civilization and limits of rational thought toward the integrity of nature, freedom of the imagination, and individuality of man.</li> </ul>
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<p>conformity?</p> <ul style="list-style-type: none"> <li>• How have the major themes of Romantic and Transcendental literature influenced American society?</li> <li>• What Transcendental and Romantic elements present themselves in darker works of fiction (the Gothic) from the Romantic period?</li> <li>• How is the Gothic style evident in the writings of contemporary authors?</li> </ul>	<ul style="list-style-type: none"> <li>• Ralph Waldo Emerson and Henry David Thoreau were two of the most influential American thinkers of the 19<sup>th</sup> century.</li> <li>• The American "Gothics" or "Brooding Romantics" explored the dark side of human nature.</li> </ul>
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<p><b>Unit Learning Targets/Objectives:</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• <i>comprehend advanced levels of literature</i></li> <li>• <i>compare and contrast ideas of Romantic fiction writers vs. those of the Romantic poets</i></li> <li>• <i>identify an author's purpose and tone</i></li> <li>• <i>identify and analyze the use of literary devices in the works of the unit</i></li> <li>• <i>analyze the impact of the American social climate on the Romantic writers</i></li> <li>• <i>Define transcendentalism as an aspect of American romanticism and explain how it differs from it.</i></li> <li>• <i>Compare and contrast the views of nature through the writings of Emerson and Thoreau</i></li> <li>• <i>Analyze the structure and effectiveness of arguments in transcendentalist essays studied</i></li> <li>• <i>explore both Romanticism and Transcendentalism through the mediums of poetry and prose, encompassing the literary concepts of both movements.</i></li> </ul>
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**Formative Assessments:**

- Reading Quizzes
- Reading comprehension questions
- Theme walls
- Personal reflection entries
- Class and group discussion
- Current event/personal comparisons
- Exit Slips to check for daily understanding

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**Summative/Benchmark Assessment(s):**

- Poem analysis group presentation
- Original Composition of Poem
- Test of reading material
- In-Class Essay

**Resources/Materials** (copy hyperlinks for digital resources):

**Modifications:***Special Education Students/504*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

*English Language Learners*

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

*At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*Gifted and Talented Students*

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
<b>Background</b>	History of the Romantic Movement, its presence in America, the social and historical climate of America at the time, major authors of the style	1-2 days
<b>The "I"s of Romanticism</b>	Major characteristics of the movement broken down into 5 "I"s	1 day

<b>The Fireside Poets</b>	Analyzing American Romantic Poetry: Identifying Romantic characteristics as well as literary devices	1.5 weeks
<b>Are you a Romantic?</b>	Nature walk and composition of original poetry employing the techniques and themes of the Fireside Poets	3 days
<b>Transcendentalism</b>	Understanding the philosophy behind the texts of Emerson (“Nature” and “Self-Reliance”) and Thoreau (“Walden”). Connecting these 19C ideas to modern social movements.	5 days
<b>Dark Romanticism</b>	Referring back to <i>The Scarlet Letter</i> and reading selections from Poe’s works, as well as referencing contemporary works including those of Stephen King. Comparing to the optimistic views of humanity held by the Romantics and the Transcendentalists.	2 days

**Teacher Notes:**

- In the past, summer reading books have coincided with the themes of Transcendentalism. At that time the texts of Emerson and Thoreau were taught earlier to make connections.

**Additional Resources**

- *Holt McDougal Literature: American Literature*. Common Core Edition. USA: Houghton Mifflin Harcourt Publishing Company, 2012.  
- American Romanticism Unit. pp 302-485

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**Content Area: English**

Unit Title: 4 - Research Paper: Approaching Literature through a Biographical, Social or Historical Lens

**Grade Level: 10**



**Unit Summary:** The 19th Century was a time of reform in America. The transcendental voice was an inspiration to people who chose to “march to the beat of their own drummer” and create their own path. Students will connect one current social/political movement to the ideals of the movement of Transcendentalism. The assignment is to research this modern movement, explain the goals of the movement, and finally, demonstrate how the movement displays some of those characteristics of Romanticism—all in a formal research essay. The writing process is the most important component of the unit. Students will receive direct instruction on research methods, the note taking process, MLA style, outline, and final drafts.

**CPI#:**

**Statement:**

**Performance Expectations (NJSL)**

**RL.9-10.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**RL.9-10.2**

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

**RL.9-10.3**

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

**RL.9-10.4**

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

**RL.9-10.5**

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

**RL.9-10.6**

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

**RL.9-10.7**

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

**RL.9-10.9**

Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

<b>RI.9-10.10</b>	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
<b>RI.9-10.1</b>	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
<b>RI.9-10.2</b>	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
<b>RI.9-10.3</b>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<b>RI.9-10.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>RI.9-10.5</b>	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
<b>RI.9-10.6</b>	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
<b>RI.9-10.7</b>	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
<b>RI.9-10.8</b>	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
<b>RI.9-10.10</b>	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
<b>W.9-10.1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>W.9-10.2</b>	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.
<b>W.9-10.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>W.9-10.5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

<b>W.9-10.8</b>	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
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	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).
<b>W.9-10.9</b>	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
<b>W.9-10.10</b>	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.
<b>SL.9-10.1</b>	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.
<b>SL.9-10.2</b>	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.
<b>SL.9-10.3</b>	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
<b>SL.9-10.4</b>	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
<b>SL.9-10.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
<b>L.9-10.1</b>	Demonstrate command of the conventions of standard English grammar and usage 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.
<b>L.9-10.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.
<b>L.9-10.3</b>	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
<b>L.9-10.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

<b>L.9-10.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.9-10.6</b>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>

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9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.
	<b>Computer Science and Design Thinking (standard 8)</b>
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
	<b>Interdisciplinary Connection</b>
6.3.12.Histor yC A.1	Analyze the impact of current governmental practices and laws affecting national security and/or First amendment rights and privacy.
6.1.12.Civics DP .14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
6.1.12.Histor yC A.14.c	Determine the influence of multicultural beliefs, products and practices in shaping contemporary American culture.
	<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>
	<p>Buehrens, John A. "If You Care about Climate Change, Racial Justice or Equality, Thank a Transcendentalist." <i>The Dallas Morning News</i>, 14 Mar. 2021, <a href="https://www.dallasnews.com/opinion/commentary/2021/03/14/if-you-care-about-climate-change-racial-justice-or-equality-thank-a-transcendentalist/">https://www.dallasnews.com/opinion/commentary/2021/03/14/if-you-care-about-climate-change-racial-justice-or-equality-thank-a-transcendentalist/</a>.</p> <p>King, Martin Luther, Jr. "Letter from Birmingham Jail." Holt McDougal Literature, edited by Janet Allen, Holt McDougal, a Division of Houghton Mifflin Harcourt, 2012, pp. 1204–1213.</p>

**Unit Essential Question(s):**

- What role do Transcendental ideas play in our *current* society (21st Century)? How have the ideas of Transcendentalism and Civil Disobedience as written by Emerson and Thoreau (and others) inspired current political and social movements?
- How do I locate, identify and interpret appropriate sources for my research paper?
- How do I properly incorporate quoted and paraphrased material in my paper using MLA format?

**Unit Enduring Understandings:**

- We must be proficient writers in order to communicate effectively and clearly.
- Language and Literature reflect historical changes and cultural differences.
- Technology is a tool that can be used for collecting, organizing, creating, and presenting information.

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- What organizational strategy best suits this research?
- How does organizing the results of my research help me to use it?
  - How does the organization of information impact the effectiveness of its communication?
- What is the purpose of using both primary and secondary sources?

**Unit Learning Targets/Objectives:**

*Students will...*

- *analyze informational texts/research*
- *evaluate short stories*
- *identify elements of fiction*
- *research (locate and evaluate) paper components*
- *synthesize research material into essay format*
- *construct a paraphrase from informational material*
- *avoid plagiarism*
- *employ MLA paper style to cite quotations*
- *utilize on-line software to create notes*
- *identify type of source to correctly cite*
- *read and evaluate non-fiction essays and periodical texts.*
- *synthesize research into paper format*

**Formative Assessments:**

- Reading notes on essays.
- Scholarly article and source notes
- Outline
- Rough draft
- Thesis statement
- Class and group discussion

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- Exit Slips to check for daily understanding

**Summative/Benchmark Assessment(s):**

- Final Research Paper

**Resources/Materials** (copy hyperlinks for digital resources):

**Modifications:***Special Education Students/504*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

*English Language Learners*

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

*At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*Gifted and Talented Students*

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
<b>Choosing a topic</b>	Students will choose one current social/political movement that demonstrates the ideals of the movement of Transcendentalism.	1-2 days

<b>Identifying Source Material and taking notes</b>	Students will learn to identify and utilize reputable sources, both text and digital. Students will also utilize an online software program to keep and organize notes.	2 weeks
<b>Avoiding Plagiarism</b>	Properly attributing source material; Proper paraphrasing techniques; What to cite and what to quote	2 days
<b>MLA Style</b>	Proper MLA Citation formatting, internal citations, and works cited conventions	1 day
<b>Outline</b>	Organizing research material into an outline format that supports our thesis	3 days
<b>Final Paper</b>	Crafting the Final Paper—Organizational Strategies, Editing Checklists, and Peer Reviews	3 days

**Teacher Notes:**

**Additional Resources**

- MPMC books, resource materials, and databases.
- Bergen County Cooperative Library System
- Research Methods handouts

<b>Content Area: English</b>
<b>Unit Title: 5 - William Shakespeare's <i>Romeo and Juliet</i></b>
<b>Grade Level: 10</b>



**Unit Summary:** Students will read/perform Shakespeare’s *Romeo and Juliet* and study it through multiple lenses: the appreciation for Renaissance Drama and its conventions, the connection to their own lives and their relationships to their communities, the power of words in our society.

**CPI#:**

**Statement:**

**Performance Expectations (NJSL)**

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<b>RL.9-10.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
<b>RL.9-10.2</b>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
<b>RL.9-10.3</b>	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<b>RL.9-10.4</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<b>RL.9-10.5</b>	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
<b>RL.9-10.6</b>	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<b>RL.9-10.7</b>	RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
<b>RL.9-10.9</b>	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
<b>RL.9-10.10</b>	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

<b>RI.9-10.1</b>	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
<b>RI.9-10.2</b>	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
<b>RI.9-10.3</b>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<b>RI.9-10.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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<b>RI.9-10.5</b>	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
<b>RI.9-10.6</b>	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
<b>RI.9-10.8</b>	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
<b>RI.9-10.10</b>	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
<b>W.9-10.1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>W.9-10.2</b>	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.
<b>W.9-10.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>W.9-10.5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

<b>W.9-10.8</b>	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).
<b>W.9-10.9</b>	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
<b>W.9-10.10</b>	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.
<b>SL.9-10.1</b>	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.
<b>SL.9-10.3</b>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
<b>SL.9-10.4</b>	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
<b>SL.9-10.5</b>	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.

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<b>SL.9-10.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
<b>L.9-10.1</b>	Demonstrate command of the conventions of standard English grammar and usage 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.
<b>L.9-10.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.
<b>L.9-10.3</b>	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
<b>L.9-10.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
<b>L.9-10.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

<b>L.9-10.6</b>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.
	<b>Computer Science and Design Thinking (standard 8)</b>
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
	<b>Interdisciplinary Connection</b>
6.3.12.History C A.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy.
	<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>
SEL	Burton Mongelluzzo, Nanette. "Adolescent Angst and Rites of Passage." <i>PsychCentral</i> , Healthline Media, 2012, <a href="http://blogs.psychcentral.com/angst-anxiety/2012/01/adolescent-angst-and-rites-of-passage/">http://blogs.psychcentral.com/angst-anxiety/2012/01/adolescent-angst-and-rites-of-passage/</a> .
<b>Unit Learning Targets/Objectives:</b>	

*Students will...*

- *identify iambic pentameter, discuss an iamb in terms of stressed and unstressed syllables*
- *read lines of verse correctly, stopping at end-stopped lines, and continuing where there is no punctuation*
- *identify an Elizabethan/Shakespearean Sonnet*
- *explain the difference between old English, middle English and modern English*
- *explain the attitude towards theater in the Elizabethan Era*
- *identify social class/roles of the Elizabethan era*
- *correctly cite play lines MLA style within a paper*
- *evaluate text in the form of a provable thesis statement*
- *apply and evaluate dramatic and literary terms*
- *identify the difference between prose and poetry*
- *evaluate the power of language in our communities*
- *evaluate different performances of the text*

**Formative Assessments:**

- Reading Quizzes- identifying quotes
- Reading comprehension questions by Act
- Character analysis charts
- Literary Terms Identification and Analysis
- Iambic pentameter charting
- Personal reflection entries
- Class and group discussion
- Exit Slips to check for daily understanding
- Elizabethan Word Wall contributions

**Summative/Benchmark Assessment(s):**

- Objective Test of reading material
- Thematic analysis paper

- Portfolio with visual, creative and analytical assignments (possible assignment for CP level)
- Original Literary Analysis “Gem” Paper with outside criticism (honors level)

**Resources/Materials** (copy hyperlinks for digital resources):

**Modifications:**

*Special Education Students/504*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

*English Language Learners*

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

*At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*Gifted and Talented Students*

- Provide extension activities
- Build on students’ intrinsic motivations
- Consult with parents to accommodate students’ interests in completing tasks at their level of engagement

<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
<b>Shakespeare's Language</b>	It's not Old English: Deconstructing Shakespeare's Language	2 days

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<b>Historical Background</b>	Elizabethan/Shakespearean Historical Background as well as conventions and social importance of the theater in Elizabethan England	2 days
<b>Starting with a Sonnet</b>	Comprehending the Prologue to the play and the form of the English sonnet	2 days
<b>Dramatic Structure and Conventions</b>	Reading comprehension/discussion and performance of acts 1-5 as well as analysis of literary devices and dramatic terms.	Ongoing through reading 3 weeks
<b>What's in a name?</b>	Evaluating the Power of Words in Romeo and Juliet's society as well as our own.	2 days
<b>Loyalty</b>	Evaluating the concept of loyalty, and how we convey loyalty to our different community circles. Also evaluating what happens when those loyalties conflict.	3 days
<b>Liminality</b>	Evaluating teenagers as existing in a state of liminality and undergoing rites of passage as they progress from childhood to adulthood.	2 days
<b>Literary Criticism</b>	Learning how to incorporate literary criticism to support our own analyses.	2 days
<b>Teacher Notes:</b>		

### Additional Resources

- Shakespeare, William. *Romeo and Juliet*. Folger edition.
- Film: Zefferelli's 1968 *Romeo and Juliet*
- Film: Luhrmann's 1996 *William Shakespeare's Romeo and Juliet*.
- National Endowment for the Arts. *Shakespeare in American Communities*. Films and Resource Materials.
- Literary Criticism. MPMC databases and resource materials.

**Content Area: English**

**Unit Title: 6 - From Romanticism to Realism: An Age of Transition**

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**Grade Level: 10**

**Unit Summary:** Spanning the years of 1855-1870, this unit will cover the literature in time period of the Civil War. The unit starts with the transitional poets Whitman and Dickinson, who moved America from a period of romanticism to realism, touches briefly on historical documents and accounts of slavery, and places a heavy emphasis on the rise of realism, specifically regionalism and the local color story as exemplified in Mark Twain's *The Adventures of Huckleberry Finn*.

**CPI#:**

**Statement:**

### Performance Expectations (NJSL)

**RL.9-10.1**

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

**RL.9-10.2**

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

**RL.9-10.4**

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



<b>RL.9-10.9</b>	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
<b>RL.9-10.10</b>	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
<b>RI.9-10.1</b>	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
<b>RI.9-10.2</b>	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
<b>RI.9-10.3</b>	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<b>RI.9-10.4</b>	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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<b>RI.9-10.5</b>	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
<b>RI.9-10.6</b>	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
<b>RI.9-10.7</b>	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
<b>RI.9-10.8</b>	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
<b>RI.9-10.9</b>	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

<b>RI.9-10.10</b>	By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.
<b>W.9-10.1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>W.9-10.2</b>	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.
<b>W.9-10.3</b>	Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.
<b>W.9-10.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>W.9-10.5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
<b>W.9-10.8</b>	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).
<b>W.9-10.9</b>	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
<b>W.9-10.10</b>	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.

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<b>SL.9-10.1</b>	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.
<b>SL.9-10.3</b>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
<b>SL.9-10.4</b>	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
<b>SL.9-10.5</b>	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.
<b>SL.9-10.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

<b>L.9-10.1</b>	Demonstrate command of the conventions of standard English grammar and usage 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.
<b>L.9-10.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.
<b>L.9-10.3</b>	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
<b>L.9-10.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
<b>L.9-10.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.9-10.6</b>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.
	<b>Computer Science and Design Thinking (standard 8)</b>

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8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
	<b>Interdisciplinary Connection</b>
6.1.12.Histor yC A.2.a	Research multiple perspectives to explain the struggle to create an American identity.
6.1.12.Civis DP. 3.a	Compare and contrast the successes and failures of political and social reform movement in New Jersey and the nation during the Antebellum period.

6.1.12.History UP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
6.1.12.History C.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
	<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>
	Hayes, Michaela. "LGBT History Month: Emily Dickinson and Walt Whitman - English: Colorado State University." <i>Colorado State University--English</i> , Colorado State University, 14 May 2018, <a href="https://english.colostate.edu/news/lgbt-history-month-emily-dickinson-walt-whitman/">https://english.colostate.edu/news/lgbt-history-month-emily-dickinson-walt-whitman/</a> .
	PBS Culture Shock Series. <i>Born to Trouble: Adventures of Huck Finn</i> . Film  <a href="https://www.pbs.org/wgbh/cultureshock/beyond/huck.html#:~:text=Born%20to%20Trouble%20utilize%20a,from%20which%20the%20novel%20emerged.">https://www.pbs.org/wgbh/cultureshock/beyond/huck.html#:~:text=Born%20to%20Trouble%20utilize%20a,from%20which%20the%20novel%20emerged.</a>

**Unit Learning Targets/Objectives:**

*Students will...*

- *comprehend advanced levels of literature*
- *compare and contrast different periods of American Literature from style, content, historical viewpoints*
- *read, discuss, perform and appreciate a variety of poems*
- *analyze poems and identify different poetic forms and devices*
- *comprehend and analyze the use of satire in literature*
- *identify an author's purpose and tone*
- *identify and analyze the use of literary devices in the works of the unit*
- *evaluate themes and apply to personal experience*
- *evaluate multiple viewpoints of a controversial issue; support their own opinion*

**Formative Assessments:**

- Reading Quizzes
- Reading comprehension questions
- Personal reflection entries
- Class and group discussion
- Organizational charts
- Visual poem activities
- Exit Slips to check for daily understanding

**Summative/Benchmark Assessment(s):**

- Objective Test of reading material
- Creative Narrative mimicking Romantic and Realistic forms
- Feature Article

**Resources/Materials** (copy hyperlinks for digital resources):**Modifications:***Special Education Students/504*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

*English Language Learners**At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*Gifted and Talented Students*

- Provide extension activities

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Build on students' intrinsic motivations

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- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
<b>Background</b>	History of America during and immediately after the civil war	1-2 days
<b>The American Renaissance</b>	The poetry of Emily Dickinson and Walt Whitman as the first expression of a true American literary voice.	4 days
<b>The Transition</b>	Moving from Romanticism to Realism. Characteristics of this new writing style. Side-by-Side comparison of the two writing styles.	1 day
<b>Controversy</b>	The Huck Finn Controversy: the difficulty in discussing a book that covers a harsh period of American history.	3 days (but discussion continued throughout reading of the novel)
<b>Huck Style</b>	The novel's shocking POV and Narrative Voice.	1 day
<b>Reading the Novel</b>	Interpreting Language, Plot, Themes, and Characterization through presentations, comprehension questions, dynamic character development charts, chapter logs, and discussion.	4 weeks
<b>Satire</b>	Comprehending the style and purpose of satire and its goals. Identifying Satirical tone in the text of Huck Finn.	3 days
<b>Regionalism</b>	Defining the regionalism of Twain's novel and discussing what our own regional texts would look and sound like.	3 days

**Teacher Notes:**

**Additional Resources:**

- *Holt McDougal Literature: American Literature*. Common Core Edition. USA: Houghton Mifflin Harcourt Publishing Company, 2012.  
- Realism Unit pp 516-635
- PBS Culture Shock Series. *Born to Trouble: Adventures of Huck Finn*. Film
- Various articles of literary analysis and criticism found in MPMC. Honors level.

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<b>Content Area: English</b>	
<b>Unit Title: 7 - Sadlier Oxford Vocabulary: Level E (CP Level) and Level F (Honors Level)</b>	
<b>Grade Level: 10</b>	
<b>Unit Summary:</b> Students will study and complete 3-4 units of vocabulary per academic quarter. In addition to book activities, students are encouraged to identify use of vocab unit words outside of the classroom.	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSLs)</b>	
<b>L.9-10.3</b>	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
<b>L.9-10.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
<b>L.9-10.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.9-10.6</b>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.
	<b>Computer Science and Design Thinking (standard 8)</b>
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
	<b>Interdisciplinary Connection</b>
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
	<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>

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SEL	<p>Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.</p> <p>Demonstrate an awareness of the expectations for social interactions in a variety of settings.</p>
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<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How does knowing the root of a word help us define it?</li> <li>● How can connotative meanings affect the denotative meaning of a word?</li> <li>● How can vocabulary enhance my writing?</li> <li>● How can I use the pronunciation key to help me pronounce a word properly?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help us figure out unfamiliar words while reading.</li> <li>● Developing breadth of vocabulary dramatically improves reading comprehension and involves applying knowledge of word meanings and word relationships. The larger the reader's vocabulary, the easier it is to make sense of text.</li> <li>● Many words have multiple meanings. Knowledge of syntax/language structure, semantics/meaning, and context cues, and the use of resources can help in identifying the intended meaning of words and phrases as they are used in text.</li> </ul>
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<p><b>Unit Learning Targets/Objectives:</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>● <i>Apply vocabulary words in exercises: synonyms, antonyms, choosing the right word, completing the sentence, sentence construction, words in context.</i></li> <li>● <i>Identify use of words in readings inside and outside of class</i></li> </ul>
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**Formative Assessments:**

- Flash cards
- Book unit activities
- Writing original sentences
- Finding words in context
- Unit quizzes

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**Summative/Benchmark Assessments:**

- Vocabulary Test after 3 units (60 words total). Number of words can be adjusted based on student needs.

**Resources/Materials** (copy hyperlinks for digital resources):

- Teacher created PowerPoint presentations with images to accompany vocabulary words

**Modifications:***Special Education Students/504*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

*English Language Learners*

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

*At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*Gifted and Talented Students*

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
<b>Introduction</b>	Introduction of 20 unit words/ Making connections through personal knowledge and connotations, as well as images	1 day
<b>Practice</b>	Unit exercises: Identifying synonyms and antonyms, and completing sentences	2 days

<b>Review, Application, and Assessment</b>	Review Activities/Games Quizzes after each unit Test of three combined units at end of quarter	2 days
<b>Additional Resources</b> <ul style="list-style-type: none"> <li>● Sadler-Oxford Vocabulary Workbooks + Teacher edition</li> <li>● Kahoot.com website for vocabulary practice</li> </ul>		

<b>Content Area: English</b>	
<b>Unit Title: 8 - Grammar</b>	
<b>Grade Level: 10</b>	
<b>Unit Summary:</b> In addition to writing instruction within specific literature units, the instructor will also incorporate periodic grammar lessons. Course level topics are listed below, but instructor must gauge need of the particular student or class.	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSL)</b>	
<b>W.9-10.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>W.9-10.5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
<b>W.9-10.10</b>	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.
<b>L.9-10.1</b>	Demonstrate command of the conventions of standard English grammar and usage 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.
<b>L.9-10.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.
<b>L.9-10.3</b>	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
	<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
	<b>Computer Science and Design Thinking (standard 8)</b>
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
	<b>Interdisciplinary Connection</b>
7.1.NH.IPRET.1	Identify familiar words and phrases in culturally authentic materials related to targeted themes.
	<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>
SEL	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.  Demonstrate an awareness of the expectations for social interactions in a variety of settings.
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>● How can a varied sentence structure enhance my writing?</li> <li>● How does an understanding of the rules and conventions of grammar help one communicate effectively?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Proper use of our language, both spoken and written, enhances our ability to communicate in an effective manner.</li> </ul>
<p><b>Unit Learning Targets/Objectives:</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>● <i>edit for correct use of punctuation, including commas, colons, semicolons, apostrophes, dashes, quotation marks, parentheses, ellipses, brackets, and underlining or italics.</i></li> <li>● <i>edit for correct use of possessives, subject/verb agreement, comparative and superlative adjectives and adverbs, and noun/pronoun agreement.</i></li> </ul>	

- *vary sentence structure with phrases and clauses*
- *identify the difference between active and passive voice*
- *create writing with style and sophistication*

**Formative Assessments:**

- Exercises and Sentences
- Quizzes
- SAT practice sets
- IXL Online practice exercises
- Exit Slips

**Summative/Benchmark Assessment(s):**

- Tests on skills
- Rubrics for papers will reflect topics covered

**Resources/Materials** (copy hyperlinks for digital resources):

**Modifications:**

*Special Education Students/504*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP

*At-Risk Students*

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

accommodations/modifications

*Gifted and Talented Students*

*English Language Learners*

- Assign a buddy, same language or English speaking

- Provide extension activities

- Build on students' intrinsic motivations

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- Allow errors in speaking
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

<b>Lesson Name/Topic</b>	<b>Lesson Objective(s)</b>	<b>Time frame (day(s) to complete)</b>
<b>Punctuation</b>	Semicolons, Colons, Commas	1 week, although not necessarily consecutive days
<b>Fragments and Run-ons</b>	Identifying and Fixing Fragmented and Run-on Sentences.	2 days
<b>Phrases and Clauses</b>	Understanding the difference between phrases and clauses and identifying them in a sentence. Identifying the difference between a dependent and an independent clause. Using proper punctuation between clauses and phrases.	1 week, although not necessarily consecutive days
<b>Parallelism</b>	Recognizing proper parallel structure in a sentence and fixing sentences to achieve proper parallel structure.	2 days
<b>Misplaced Modifiers</b>	Identifying and fixing misplaced and dangling modifiers	2 days
<b>Commonly Confused Word Pairs</b>	Differentiating between commonly confused pairs (e.g. its vs it's).	3 days
<b>Subject Verb Agreement</b>	Identifying the subjects and verbs in sentences to confirm that they agree in number (singular/plural).	2 days

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<b>Teacher Notes:</b>		
<ul style="list-style-type: none"> <li>• Student need will determine when/if certain skills are addressed in the classroom.</li> </ul>		
<b>Additional Resources</b>		
<ul style="list-style-type: none"> <li>• <i>Holt's Elements of Language: Third Course</i>. Austin: Holt, Rinehart, and Winston, 2009.</li> <li>• IXL.com student subscription</li> </ul>		

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<b>Content Area: English</b>	
<b>Unit Title: 9 - Sound and Sense Poetry (extra Honors unit)</b>	
<b>Grade Level: 10 Honors</b>	
<p><b>Unit Summary:</b> Introduction to Poetry – honors level unit covering the first three chapters of Perrine’s <i>Sound and Sense</i>: (1) What is Poetry? (2) Reading the Poem (3) Denotation and Connotation. Students will learn TPFASST method of poem analysis. The unit stresses appreciation of poetry as well prepares students for AP Literature level of analysis. One chapter will be covered in each of the first three quarters of the school year.</p>	
<b>CPI#:</b>	<b>Statement:</b>
<b>Performance Expectations (NJSL)</b>	
<b>RL.9-10.1</b>	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
<b>RL.9-10.2</b>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
<b>RL.9-10.4</b>	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<b>RL.9-10.5</b>	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

<b>RL.9-10.6</b>	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<b>RL.9-10.9</b>	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
<b>RL.9-10.10</b>	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

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<b>W.9-10.1</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<b>W.9-10.2</b>	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.
<b>W.9-10.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<b>W.9-10.5</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
<b>W.9-10.6</b>	Use technology, including 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.
<b>W.9-10.8</b>	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).
<b>W.9-10.9</b>	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
<b>W.9-10.10</b>	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.
<b>SL.9-10.1</b>	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.



<b>SL.9-10.3</b>	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
<b>SL.9-10.4</b>	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
<b>SL.9-10.5</b>	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.
<b>SL.9-10.6</b>	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
<b>L.9-10.1</b>	Demonstrate command of the conventions of standard English grammar and usage 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.

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<b>L.9-10.2</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.
<b>L.9-10.3</b>	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
<b>L.9-10.4</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
<b>L.9-10.5</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>L.9-10.6</b>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	<b>Career Readiness (9.2) Life Literacies, and Key Skills (standard 9.1, 9.4)</b>
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
	<b>Computer Science and Design Thinking (standard 8)</b>
8.1.12.IC.1	Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
	<b>Interdisciplinary Connection</b>

6.1.12.History C.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
6.1.12.History C.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
6.1.12.Economics .13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights.
	<b>Cross-cultural Statements/Mandates (Amistad, Holocaust, LGBT/Disabilities, SEL, etc...)</b>
	<p>History.com Editors. "Birmingham Church Bombing." <i>History.com</i>, A&amp;E Television Networks, 27 Jan. 2010, <a href="https://www.history.com/topics/1960s/birmingham-church-bombing">https://www.history.com/topics/1960s/birmingham-church-bombing</a>.</p> <p>Patton, James. "Gas in the Great War." <i>Gas in The Great War</i>, <a href="https://www.kumc.edu/school-of-medicine/academics/departments/history-and-philosophy-of-medicine/archives/wwi/essays/medicine/gas-in-the-great-war.html">https://www.kumc.edu/school-of-medicine/academics/departments/history-and-philosophy-of-medicine/archives/wwi/essays/medicine/gas-in-the-great-war.html</a>.</p>
<b>Unit Essential Question(s):</b>	<b>Unit Enduring Understandings:</b>

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<ul style="list-style-type: none"> <li>• What is Poetry?</li> <li>• How can readers develop their understanding and appreciation of poetry?</li> <li>• What is the difference between the denotative and connotative meaning of a word?</li> <li>• What is the poem's purpose and how is that purpose achieved?</li> </ul>	<ul style="list-style-type: none"> <li>• Poetry is made up of Sound and Sense</li> <li>• Poetry is written deliberately, with focus on editing and technicality, though it is also emotional</li> </ul>
<p><b>Unit Learning Targets/Objectives:</b></p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> <li>• <i>analyze the author's attitude, or tone, of a piece of poetry through examination of diction, point of view, figurative devices, syntax, structure, etc.</i></li> <li>• <i>appreciate poetry for its message (beautiful or not)</i></li> <li>• <i>compare two or more pieces of literature using academic language</i></li> <li>• <i>analyze a poem using TPFASST method</i></li> <li>• <i>differentiate between denotative meanings and connotative meanings of words</i></li> </ul>	

**Formative Assessments:**

- Written and verbal poetic analysis
- Small group presentations

**Summative/Benchmark Assessment(s):**

- Open-ended test after Chapter 1 and after Chapters 2 & 3
- Formal, written analyses of poems

**Resources/Materials** (copy hyperlinks for digital resources):**Modifications:***Special Education Students/504*

- Allow errors
- Rephrase questions, directions, and explanations

*At-Risk Students*

- Provide extended time to complete tasks

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- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

*English Language Learners*

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations

- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

*Gifted and Talented Students*

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students'

- Allow extended time to answer questions
  - Accept participation at any level, even one word
- interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
<b>Poetic Use of Language</b>	Concepts of Chapter 1: Everyday uses of language compared to the poetic use of language, What is poetry, Misconceptions of Poetry, Dimensions of Poetry.	2 days
<b>TPFASTT</b>	Comprehend each step in the TPFASTT method of poetry analysis, an acronym: Title, Paraphrase, Figurative Language, Attitude, Shift, Theme, and Title.	3 days
<b>Understanding Poetry</b>	Concepts of Chapter 2: How to read Poetry, early steps in evaluating poetry, 4 main questions of poetry analysis	2 days
<b>Literary Devices</b>	Understanding how the poet's purpose is achieved through literary and rhetorical elements	Ongoing throughout year
<b>Denotation and Connotation</b>	Concepts of Chapter 3: Understanding how poets play on various levels of language of words to convey meaning, including both denotative and connotative meanings	2 days
<b>Poetry Analysis</b>	Poetry reading and analysis, independent and group work	1 week per chapter; 3 weeks total over the course of the unit

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**Teacher Notes:**

**Additional Resources**

- Perrine's *Sound and Sense*