

10th Grade CP ELA Curriculum Maps

NOTE: Students taking 10th Grade CP ELA will complete the following units of study over the course of the school year although not necessarily in the order listed.

Unit of Study: The Adventures of Huckleberry Finn

Unit of Study: The Catcher in the Rye

Unit of Study: Henry IV, Part I

Unit of Study: Poetry

Unit of Study: Short Stories

Unit of Study: The Bean Trees

Unit of Study: The Great Gatsby

Grade: 10 Subject: CP ELA	Unit of Study: <u>The Adventures of Huckleberry Finn</u>
Big Idea/Rationale	<ul style="list-style-type: none"> ▪ The experiences of Huckleberry Finn as the narrator directly ties the novel to the students’ own lives. ▪ Students will identify the effect of 1st person narration, noting how the novel would be radically altered had Twain employed 3rd person voice. ▪ Twain is using the character of Huck to demonstrate a particular set of values. ▪ The inequalities of pre-Civil War society were not entirely eradicated by the war. ▪ This novel is vitally linked to the region in which it is set. ▪ The characters of the King and the Duke are meant to represent Twain’s explicit criticism of status gained by way of one’s bloodline, a rationale he also rejected when used to justify slavery. ▪ Huck’s idealization of the female characters in the novel seems directly tied to his need for a mother figure in his life. ▪ Twain has gone on record in saying that this book is a “love letter” of sorts to his youth, particularly as regards his time spent on and around the Mississippi River. ▪ Twain’s concerted attacks on American social class divisions are also illustrated through “aristocracy” such as the Grangerfords & Shepardsons and Col.Sherburn, all of whom are brutal murderers pretending to be of a higher social stratum.
Enduring Understandings	<ul style="list-style-type: none"> ▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. ▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding. ▪ Writing is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> ▪ What is Twain emphasizing through the primary values demonstrated by Huck Finn? ▪ What comment about the rationale behind slavery is being made through the characterization of Jim? ▪ Why is it that the “villains” of the novel are all white men? ▪ Why is Huck presented as continually having to choose between what his heart and conscience are telling him vs. what society deems to be “right”? ▪ How is this novel an example of Regionalism? ▪ What is emphasized by the contrast between Huck and Tom Sawyer? ▪ What is Twain saying about society through Huck’s idealization of the female characters throughout the novel? ▪ How does Jim function as a surrogate father for Huck, in spite of the fact that he is not legally defined as “a person”? ▪ What are the effects of the specific narrative voice Twain develops through Huck Finn? ▪ How is this an example of the picaresque novel? ▪ What is the effect of 1st person point of view in this novel?

Content (Subject Matter)	<ul style="list-style-type: none"> ▪ <u>The Adventures of Huckleberry Finn</u>
Standards	<ul style="list-style-type: none"> ▪ <i>LA.9-10.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i> ▪ <i>LA.9-10.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; provide an objective summary of the text.</i> ▪ <i>LA.9-10.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).</i> ▪ <i>LA.9-10.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 such effects as mystery, tension, or surprise.</i> ▪ <i>LA.9-10.RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i> ▪ <i>LA.9-10.RI.9-10.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</i> ▪ <i>LA.9-10.RI.9-10.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</i> ▪ <i>LA.9-10.RI.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</i> ▪ <i>LA.9-10.RI.9-10.6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</i> ▪ <i>LA.9-10.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i> ▪ <i>LA.9-10.W.9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</i> ▪ <i>LA.9-10.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</i>

	<ul style="list-style-type: none"> ▪ <i>LA.9-10.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</i> ▪ <i>LA.9-10.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i> ▪ <i>LA.9-10.SL.9-10.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</i> ▪ <i>LA.9-10.SL.9-10.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</i> ▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</i> ▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i> ▪ <i>LA.9-10.L.9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</i>
Materials/Resources	<ul style="list-style-type: none"> ▪ <u>The Adventures of Huckleberry Finn</u>
Notes	

Grade: 10 Subject: CP ELA	Unit of Study: <u>The Catcher in the Rye</u>
Big Idea/Rationale	<ul style="list-style-type: none"> ▪ <u>The Catcher in the Rye</u> is a significant work in 20th Century American literature that provides insight into the experience of an adolescent in the coming of age story of his travels, trials, and reflections, Between leaving boarding school and returning home for vacation, Holden Caulfield is forced to confront himself and his past as he searches for answers to the questions in his life. Students will gain an opportunity to evaluate, analyze, and debate the issues facing Holden as they read, write, and participate in class.
Enduring Understandings	<ul style="list-style-type: none"> ▪ Students will increase reading comprehension. ▪ Students will be able to define and identify elements of literature such as character, plots, setting, theme, etc., and their role in fiction. ▪ Analysis of character motivation ▪ To familiarize students with the form and elements of the picaresque novel. ▪ Students will be able to identify the author’s use of symbolism to promote theme and character development. ▪ Identify the author’s comments on the values of post-World War II on American society. ▪ Discuss the idea of “coming of age” in comparison to previously read novels ▪ Emphasize and discuss Holden’s confusion about sex and sexuality. ▪ Identify and discuss Holden’s issues with Institutions and the adults that run them. ▪ Emphasize the relationship between Holden and his siblings. ▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. ▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding. ▪ Writing is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> ▪ What is the reliability of the narrator? ▪ What can we deduce about Holden from his canvas assessment of everything as a phony? ▪ How are Ackley and Holden alike? ▪ How has the death of his brother affected him? ▪ How does the death of his brother relate to the departure every year of the ducks? ▪ What evidence is there that Holden is confused about sex and sexuality? ▪ How does he idealize women? ▪ Discuss the importance of children to Holden. ▪ How is The Museum of Natural History significant to Holden and the story? ▪ Identify and discuss the significance of Phoebe to Holden. ▪ What are the most effective techniques are involved in writing research reports, informative/explanatory texts, and arguments? ▪ What language choices can a writer make to improve a piece?
Content	<ul style="list-style-type: none"> ▪ The elements of character and character development

(Subject Matter)	<ul style="list-style-type: none"> ▪ The elements of the novel ▪ The theme of alienation and isolation while coming of age ▪ Society and its influence on individuals
Standards	<ul style="list-style-type: none"> ▪ <i>LA.9-10.RL.9-10.1 - strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i> ▪ <i>LA.9-10.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; provide an objective summary of the text.</i> ▪ <i>LA.9-10.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).</i> ▪ <i>LA.9-10.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 such effects as mystery, tension, or surprise.</i> ▪ <i>LA.9-10.RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i> ▪ <i>LA.9-10.RI.9-10.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</i> ▪ <i>LA.9-10.RI.9-10.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</i> ▪ <i>LA.9-10.RI.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</i> ▪ <i>LA.9-10.RI.9-10.6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</i> ▪ <i>LA.9-10.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i> ▪ <i>LA.9-10.W.9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</i> ▪ <i>LA.9-10.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</i>

	<ul style="list-style-type: none"> ▪ <i>LA.9-10.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</i> ▪ <i>LA.9-10.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i> ▪ <i>LA.9-10.SL.9-10.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</i> ▪ <i>LA.9-10.SL.9-10.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</i> ▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</i> ▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i> ▪ <i>LA.9-10.L.9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</i>
Materials/Resources	<ul style="list-style-type: none"> ▪ <i>The Catcher in the Rye</i> by J.D. Salinger ▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; MLA format for research papers
Notes	

Grade: 10 Subject: CP ELA	Unit of Study: <u>Henry IV, Part I</u>
Big Idea/Rationale	<ul style="list-style-type: none"> ▪ Students will read selected works by William Shakespeare throughout their 4 years at Spotswood High School. Students will interact with the text to evaluate, analyze and appreciate this coming of age play set in the History of Shakespeare's England.
Enduring Understandings	<ul style="list-style-type: none"> ▪ The resolution of Henry/Hal's estranged relationship marks the beginning of Hal's atonement as prince/leader/son. ▪ Hal and Hotspur's conflict is driven by their need to please their fathers thereby claiming their stake in the future of England. ▪ Falstaff and Henry represent both hypocritical and keen observations on the nature of power, courage, and leadership. ▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. ▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding. ▪ Writing is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> ▪ In what way does the relationship of Henry/Hal represent the dysfunction of Henry's England? ▪ How might the theme of atonement apply to the identities of Henry, Hal, and Hotspur? ▪ How are Hal and Hotspur's lives intertwined? In what way do they reflect on their fathers? ▪ How does Falstaff represent what is wrong with Feudal England? ▪ Relate the bad counsel of Worcester to Hotspur to the bad example set by Falstaff for Hal. ▪ What images of change are seen in Hal's language and in corresponding descriptions of his character after Act II? ▪ What are the most effective techniques are involved in writing research reports, informative/explanatory texts, and arguments? ▪ What language choices can a writer make to improve a piece?
Content (Subject Matter)	<ul style="list-style-type: none"> ▪ Henry IV, Part I
Standards	<ul style="list-style-type: none"> ▪ <i>LA.9-10.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i> ▪ <i>LA.9-10.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; provide an objective summary of the text.</i> ▪ <i>LA.9-10.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</i>

the language evokes a sense of time and place; how it sets a formal or informal tone).

- **LA.9-10.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 such effects as mystery, tension, or surprise.*
- **LA.9-10.RI.9-10.1** - *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- **LA.9-10.RI.9-10.2** - *Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*
- **LA.9-10.RI.9-10.3** - *Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.*
- **LA.9-10.RI.9-10.4** - *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).*
- **LA.9-10.RI.9-10.6** - *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*
- **LA.9-10.W.9-10.1** - *Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*
- **LA.9-10.W.9-10.2** - *Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*
- **LA.9-10.W.9-10.5** - *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- **LA.9-10.W.9-10.9** - *Draw evidence from literary or informational texts to support analysis, reflection, and research.*
- **LA.9-10.SL.9-10.1** - *Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*
- **LA.9-10.SL.9-10.3** - *Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.*
- **LA.9-10.SL.9-10.4** - *Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.*

	<ul style="list-style-type: none"> ▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</i> ▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i> ▪ <i>LA.9-10.L.9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</i>
Materials/Resources	<ul style="list-style-type: none"> ▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; MLA format for research papers
Notes	

Grade: 10 Subject: CP ELA	Unit of Study: Poetry
Big Idea/Rationale	<ul style="list-style-type: none"> ▪ Students will read selected works by American authors with an opportunity to understand, appreciate, analyze, and evaluate the different movements, themes, backgrounds, and impact of each work.
Enduring Understandings	<ul style="list-style-type: none"> ▪ The exploration and examination of relevant social topics in texts enhances students' understanding of their own lives ▪ The study of poetry is relevant because of its timeless and universal themes ▪ Studying poetry allows us to examine who we were in the past as well as who we are now ▪ Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections ▪ Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments ▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. ▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding. ▪ Writing is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> ▪ What are the differences between poetry and prose? ▪ How do poets hook their readers? ▪ How can poems be used to study history? ▪ What relevant timeless themes are conveyed in the selected poems? ▪ What is the significance of the titles of the selected poems? ▪ What strategies can a reader use to decode a poem? ▪ What strategies can a reader use to decode unfamiliar/archaic vocabulary? ▪ How can a reader use support from the text to create an effective literary analysis? ▪ What is the importance of economy of words in poetry? ▪ What is poetic license and how is it used in poetry? ▪ What are the techniques involved in writing effective poetry? ▪ What language choices can a writer make to improve a poem?
Content (Subject Matter)	<ul style="list-style-type: none"> ▪ The historical context of selected poems ▪ Vocabulary study ▪ Themes of selected poems ▪ Characteristics of poetry vs. prose ▪ Contextual clues and reading strategies ▪ Strategies for understanding the poem's language ▪ Strategies for understanding the poem's structure ▪ Examination of different types of poems (haiku, sonnet, etc.) ▪ Self-reflection through journaling ▪ Writing as a process ▪ Literary analysis with support from the text

Standards

- *LA.9-10.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- *LA.9-10.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; provide an objective summary of the text.*
- *LA.9-10.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).*
- *LA.9-10.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 such effects as mystery, tension, or surprise.*
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- *LA.9-10.RI.9-10.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.*
- *LA.9-10.RI.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).*
- *LA.9-10.RI.9-10.6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*
- *LA.9-10.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*
- *LA.9-10.W.9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*
- *LA.9-10.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*
- *LA.9-10.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.*

	<ul style="list-style-type: none"> ▪ <i>LA.9-10.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i> ▪ <i>LA.9-10.SL.9-10.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</i> ▪ <i>LA.9-10.SL.9-10.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</i> ▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> ▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i> ▪ <i>LA.9-10.L.9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</i>
Materials/Resources	<ul style="list-style-type: none"> ▪ Selected poems from <u>The Language of Literature, Grade 10</u> and others at teacher's discretion ▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; MLA format for research papers
Notes	

Grade: 10 Subject: CP ELA	Unit of Study: Short Stories
Big Idea/Rationale	<ul style="list-style-type: none"> ▪ Students will read selected works by American authors with an opportunity to understand, appreciate, analyze, and evaluate the different movements, themes, backgrounds, and impact of each work.
Enduring Understandings	<ul style="list-style-type: none"> ▪ The exploration and examination of relevant social topics in texts enhances students' understanding of their own lives. ▪ The ability to put yourself in the shoes of various characters allows you to gain different perspectives. ▪ The study of short stories is relevant because of their timeless and universal themes. ▪ Studying short stories allows us to examine who we were in the past as well as who we are now. ▪ Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections ▪ Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments. ▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. ▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding. ▪ Writing is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> ▪ What are the differences between short stories and novels? ▪ How do authors of short stories hook their readers? ▪ How can short stories be used to study history? ▪ What relevant timeless themes are conveyed in the selected short stories? ▪ What is the significance of the titles of the selected short stories? ▪ What strategies can a reader use to understand a short story? ▪ What strategies can a reader use to decode unfamiliar/archaic vocabulary? ▪ How can a reader use support from the text to create an effective literary analysis? ▪ What is the importance of word choice in short stories? ▪ What is the importance of dialogue and dialogue tags in short stories? ▪ What are the techniques involved in writing effective short stories?
Content (Subject Matter)	<ul style="list-style-type: none"> ▪ The historical context of selected short stories ▪ Vocabulary study ▪ Themes of selected short stories ▪ Characteristics of short stories vs. novels ▪ Character study ▪ Effect of setting on plot and characters ▪ Contextual clues and reading strategies ▪ Strategies for understanding the short story's language ▪ Strategies for understanding the short story's structure

	<ul style="list-style-type: none"> ▪ Examination of different genres of short stories ▪ Self-reflection through journaling ▪ Writing as a process ▪ Literary analysis with support from the text
<p>Standards</p>	<ul style="list-style-type: none"> ▪ <i>LA.9-10.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i> ▪ <i>LA.9-10.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; provide an objective summary of the text.</i> ▪ <i>LA.9-10.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.</i> ▪ <i>LA.9-10.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).</i> ▪ <i>LA.9-10.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 such effects as mystery, tension, or surprise.</i> ▪ <i>LA.9-10.RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i> ▪ <i>LA.9-10.RI.9-10.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</i> ▪ <i>LA.9-10.RI.9-10.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</i> ▪ <i>LA.9-10.RI.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</i> ▪ <i>LA.9-10.RI.9-10.6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</i> ▪ <i>LA.9-10.RI.9-10.5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</i>

	<ul style="list-style-type: none"> ▪ <i>LA.9-10.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i> ▪ <i>LA.9-10.W.9-10.2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</i> ▪ <i>LA.9-10.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</i> ▪ <i>LA.9-10.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</i> ▪ <i>LA.9-10.SL.9-10.1 - [Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i> ▪ <i>LA.9-10.SL.9-10.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</i> ▪ <i>LA.9-10.SL.9-10.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</i> ▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> ▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i> ▪ <i>LA.9-10.L.9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</i>
Materials/Resources	<ul style="list-style-type: none"> ▪ Selected short stories from <u>The Language of Literature, Grade 10</u> and others at teacher's discretion ▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; MLA format for research papers
Notes	

Grade: 10 Subject: CP ELA	Unit of Study: <u>The Bean Trees</u>
Big Idea/Rationale	<ul style="list-style-type: none"> ▪ Students will travel along with Taylor Greer on her journey as she learns about herself and the larger issues in the world around her. Students will interact with the text to evaluate, analyze, and appreciate the experiences she has while discovering her identity.
Enduring Understandings	<ul style="list-style-type: none"> ▪ The exploration and examination of relevant social topics in texts enhances students’ understanding of their own lives. ▪ The ability to put yourself in the shoes of various characters allows you to gain different perspectives. ▪ The study of short stories is relevant because of their timeless and universal themes. ▪ Studying short stories allows us to examine who we were in the past as well as who we are now. ▪ Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections. ▪ Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments. ▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. ▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding. ▪ Writing is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> ▪ What is Kingsolver emphasizing through the primary values demonstrated by Taylor Greer? ▪ How is this novel an example of Regionalism? ▪ What are the effects of the specific narrative voice Kingsolver develops through Taylor? ▪ How is this an example of the picaresque novel? ▪ What is the effect of 1st person point of view in this novel? ▪ How is this novel a search for identity, as explicitly shown through Taylor’s choice of a new name after she leaves home? ▪ What is being emphasized by the way Turtle comes to be Taylor’s “daughter”? ▪ How do the experiences of Estevan and Esperanza broaden Taylor’s perception of the injustices of the world that she was previously insulated from?
Content (Subject Matter)	<ul style="list-style-type: none"> ▪ <u>The Bean Trees</u>
Standards	<ul style="list-style-type: none"> ▪ <i>LA.9-10.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i>

- **LA.9-10.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; provide an objective summary of the text.
- **LA.9-10.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.
- **LA.9-10.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).
- **LA.9-10.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 such effects as mystery, tension, or surprise.
- **LA.9-10.RI.9-10.1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **LA.9-10.RI.9-10.2** - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **LA.9-10.RI.9-10.3** - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **LA.9-10.RI.9-10.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **LA.9-10.RI.9-10.6** - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **LA.9-10.RI.9-10.5** - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **LA.9-10.W.9-10.1** - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **LA.9-10.W.9-10.2** - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **LA.9-10.W.9-10.5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

	<ul style="list-style-type: none"> ▪ <i>LA.9-10.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</i> ▪ <i>LA.9-10.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i> ▪ <i>LA.9-10.SL.9-10.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</i> ▪ <i>LA.9-10.SL.9-10.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</i> ▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> ▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i> ▪ <i>LA.9-10.L.9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</i>
Materials/Resources	<ul style="list-style-type: none"> ▪ <u>The Bean Trees</u>
Notes	

Grade: 10 Subject: CP ELA	Unit of Study: <u>The Great Gatsby</u>
Big Idea/Rationale	<ul style="list-style-type: none"> ▪ Students will be immersed in Fitzgerald's representation of Jazz Age America, the Lost Generation, and Post WWI New York, analyzing, evaluating and interacting with the characters, themes, and conflicts. <u>The Great Gatsby</u> is a vital component in understanding the myths and messages of the American Dream and the hopes and risks involved in its pursuit.
Enduring Understandings	<ul style="list-style-type: none"> ▪ American Literature is marked by distinct movements and periods that relate to the cultural atmosphere of the time. ▪ The Lost Generation signifies the results of WWI on American Art and Society. ▪ Prohibition and Economic conditions created polarizing figures in American Culture from Gangster to Tycoon. ▪ 20th century American Prose examines the growth of America into a Modern nation, and with it spawned considerable stratification of social and wealth classes.
Essential Questions	<ul style="list-style-type: none"> ▪ How does the setting of <u>The Great Gatsby</u> reflect the morality/lack thereof in The <i>Jazz Age</i>? ▪ What happens to Nick's persona between his statements in chapter 1 and the story's conclusion? ▪ In what way does Tom Buchanan represent all that is negative about Post WWI America? ▪ What commentary does Daisy's point of view provide on the role of women in America, at the time? ▪ What effect does Fitzgerald's style of dialogue/narrative create on character relationships? ▪ What does Gatsby's metamorphosis suggest about the American Dream? ▪ What are the most effective techniques are involved in writing research reports, informative/explanatory texts, and arguments?
Content (Subject Matter)	<ul style="list-style-type: none"> ▪ <u>The Great Gatsby</u> ▪ Critical Essays
Standards	<ul style="list-style-type: none"> ▪ <i>LA.LA 9-10.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i> ▪ <i>LA.9-10.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; provide an objective summary of the text.</i> ▪ <i>LA.9-10.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).</i>

- **LA.9-10.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 such effects as mystery, tension, or surprise.
- **LA.9-10.RI.9-10.1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **LA.9-10.RI.9-10.2** - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **LA.9-10.RI.9-10.3** - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **LA.9-10.RI.9-10.4** - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- **LA.9-10.RI.9-10.6** - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- **LA.9-10.W.9-10.1** - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **LA.9-10.W.9-10.2** - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **LA.9-10.W.9-10.5** - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **LA.9-10.W.9-10.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **LA.9-10.SL.9-10.1** - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **LA.9-10.SL.9-10.3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **LA.9-10.SL.9-10.4** - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **LA.9-10.L.9-10.1** - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

	<ul style="list-style-type: none">▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i>▪ <i>LA.9-10.L.9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</i>
Materials/Resources	<ul style="list-style-type: none">▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; MLA format for research papers
Notes	