

# 10<sup>th</sup> Grade Honors ELA Curriculum Maps

*NOTE: Students taking 10<sup>th</sup> Grade Honors 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: All the Pretty Horses

Unit of Study: The Catcher in the Rye

Unit of Study: Ralph Waldo Emerson

Unit of Study: Henry David Thoreau

Unit of Study: Henry IV, Part I

Unit of Study: Poetry

Unit of Study: Short Stories

Unit of Study: The Great Gatsby

Unit of Study: Walt Whitman

**NOTE: Students will read *Our Town* as a summer assignment.**

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

<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ <u>The Adventures of Huckleberry Finn</u></li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> </ul>

	<ul style="list-style-type: none"> <li>▪ <i>LA.9-10.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</i></li> <li>▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i></li> <li>▪ <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></li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ <u>The Adventures of Huckleberry Finn</u></li> </ul>
<b>Notes</b>	

<b>Grade: 10</b> <b>Subject: Honors ELA</b>	<b>Unit of Study: <u>All the Pretty Horses</u></b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ This novel is an example of post-Modern prose style.</li> <li>▪ The literary theme of primitivism plays a key role in the plot of this novel.</li> <li>▪ John Grady’s desire to return to simpler time and lifestyle is thwarted by the inexorable progress of society as civilization spreads.</li> <li>▪ Though he is a man of principle, John Grady ultimately presents us with a portrait of flawed hero.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.</li> <li>▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding.</li> <li>▪ Writing is a process, not a result.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does this story function as an example of the picaresque motif?</li> <li>▪ What are the effects of McCarthy’s post-Modern prose choices, such as the lack of quotation marks, untranslated Spanish dialogue, and extended descriptive passages?</li> <li>▪ How is this novel as example of Regionalism in literature?</li> <li>▪ What is revealed by John Grady and Rawlin’s desire to return to a more primitive way of life than post-World War II America offers them?</li> <li>▪ How does the presence of Jimmy Blevins force John Grady and Rawlins to confront elements of “adult responsibility” they would rather have avoided?</li> <li>▪ How is this novel as example of an American Western, as seen in the setting, the presence of “cowboys” and the element of danger and violence?</li> <li>▪ How does John Grady’s romantic vision ultimately collide with reality?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ <u>All the Pretty Horses</u></li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> </ul>

- **LA.9-10.RI.9-10.1** - [Grade Level Standard] - 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.
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- **LA.9-10.L.9-10.1** - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- **LA.9-10.L.9-10.2** - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

	<ul style="list-style-type: none"><li>▪ <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></li></ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"><li>▪ <u>All the Pretty Horses</u> by Cormac McCarthy</li></ul>
<b>Notes</b>	

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



<b>(Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ The elements of the novel</li> <li>▪ The theme of alienation and isolation while coming of age</li> <li>▪ Society and its influence on individuals</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> </ul>

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<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ <i>The Catcher in the Rye</i> by J.D. Salinger</li> <li>▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; MLA format for research papers</li> </ul>
<b>Notes</b>	

<b>Grade: 10</b> <b>Subject: Honors ELA</b>	<b>Unit of Study: Ralph Waldo Emerson</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ The work of Ralph Waldo Emerson is of great importance in the context of 19<sup>th</sup> century American thought. As a major component of the Transcendentalist movement, Emerson's work had a major impact on writer's who followed him. Emerson's work provides universal application, which gains relevance with the passage of time.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.</li> <li>▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding.</li> <li>▪ Writing is a process, not a result.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What are Emerson’s motivations for composing these essays?</li> <li>▪ How does a philosophical essay differ from a poem or narrative?</li> <li>▪ What does Emerson mean by “self-reliance”?</li> <li>▪ How is allusion employed in these essays, and to what effect?</li> <li>▪ What claims are being made about the “human condition”?</li> <li>▪ What is Emerson’s definition of “fate”? How is that definition vital to his claims in this essay?</li> <li>▪ How does Emerson employ natural science to bolster his arguments in these essays?</li> <li>▪ What does “nature” include, according to Emerson?</li> <li>▪ What are the most effective techniques are involved in writing research reports, informative/explanatory texts, and arguments?</li> <li>▪ What language choices can a writer make to improve a piece?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ selected essays of Ralph Waldo Emerson</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>▪ <i>LA.9-12.3.1.12.G.1 - Apply a theory of literary criticism to a particular literary work.</i></li> <li>▪ <i>LA.9-12.3.1.12.G.2 - Analyze how our literary heritage is marked by distinct literary movements and is part of a global literary tradition.</i></li> <li>▪ <i>LA.9-12.3.1.12.G.3 - Compare and evaluate the relationship between past literary traditions and contemporary writing.</i></li> <li>▪ <i>LA.9-12.3.1.12.G.4 - Analyze how works of a given period reflect historical and social events and conditions.</i></li> <li>▪ <i>LA.9-12.3.1.12.G.5 - Recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.</i></li> <li>▪ <i>LA.9-12.3.1.12.G.6 - Interpret how literary devices affect reading emotions and understanding.</i></li> <li>▪ <i>LA.9-12.3.1.12.G.7 - Analyze and evaluate figurative language within a text (e.g., irony, paradox, metaphor, simile, personification)</i></li> </ul>

	<ul style="list-style-type: none"> <li>▪ <i>LA.9-12.3.1.12.G.8 - Recognize the use or abuse of ambiguity, contradiction, paradox, irony, incongruities, overstatement and understatement in text and explain their effect on the reader.</i></li> <li>▪ <i>LA.9-12.3.1.12.G.9 - Analyze how an author's use of words creates tone and mood, and how choice of words advances the theme or purpose of the work.</i></li> <li>▪ <i>LA.9-12.3.1.12.G.10 - Identify and understand the author's use of idioms, analogies, metaphors, and similes, as well as metrics, rhyme scheme, rhythm, and alliteration in prose and poetry.</i></li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ Selected essays of Ralph Waldo Emerson</li> </ul>
<b>Notes</b>	

<b>Grade: 10</b> <b>Subject: Honors ELA</b>	<b>Unit of Study: Henry David Thoreau</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ The American Transcendentalist Movement of the 19<sup>th</sup> century was an offshoot of Romanticism which stressed the lessons to be learned from nature and emphasized that mankind is capable of infinite unlooked-for achievement if he can strip away the corruption of society and live as he was originally designed to.</li> <li>▪ As Emerson’s most explicit protégé, Thoreau took his mentor’s core philosophy and put it to practical use, reporting the results to his audience.</li> <li>▪ Thoreau wrote in a simpler, more workman-like style than Emerson, though his prose still strongly reflected an awareness of elegance and thorough explanation.</li> <li>▪ By living in the woods by Walden Pond for 26 months, Thoreau hoped to discover what he truly needed in life, as well as what he could live without.</li> <li>▪ Thoreau saw economy as a significant liberating force in his life- the less he owned, the less he was chained to.</li> <li>▪ Society has been corrupted by laziness and lack of self-awareness, according to Thoreau.</li> <li>▪ Looking at the natural world, Thoreau sees perpetual growth, adaptation, and renewal, and strongly believes that mankind is subject the same set of possibilities.</li> <li>▪ Like Emerson, Thoreau makes liberal use of allusion to add concrete, familiar evidence to his claims.</li> <li>▪ Thoreau understood that the present moment was the only time which truly exists for any being, thus it should be viewed as priceless and not to be taken for granted in favor of an unguaranteed future.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.</li> <li>▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding.</li> <li>▪ Writing is a process, not a result.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What are the basic principles of the Transcendentalist Movement in 19<sup>th</sup> century American literature?</li> <li>▪ How is Ralph Waldo Emerson’s philosophical influence apparent in Thoreau’s work?</li> <li>▪ How does Thoreau’s prose style differ from that of Emerson?</li> <li>▪ How did Thoreau seek to put his philosophical principles into action?</li> <li>▪ Why did Thoreau decide to move to the woods next to Walden Pond?</li> <li>▪ What was Thoreau’s rationale for stressing economy in his existence?</li> <li>▪ What comments does Thoreau make regarding society’s priorities and how they differ strongly from his own?</li> <li>▪ How does Thoreau express his deep faith in the potential of mankind?</li> <li>▪ To what purpose does Thoreau make liberal use of allusion throughout his text?</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Why does Thoreau place such emphasis on using the present moment?</li> <li>▪ What are the most effective techniques are involved in writing research reports, informative/explanatory texts, and arguments?</li> <li>▪ What language choices can a writer make to improve a piece?</li> </ul>
<b>Content (Subject Matter)</b>	Selected writings of Henry David Thoreau
<b>Standards</b>	<ul style="list-style-type: none"> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> </ul>

	<ul style="list-style-type: none"> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <i>LA.9-10.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></li> <li>▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i></li> <li>▪ <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></li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ Selections from <u>Walden</u> and “Resistance to Civil Government”</li> </ul>
<b>Notes</b>	

<b>Grade: 10</b> <b>Subject: Honors ELA</b>	<b>Unit of Study: <u>Henry IV, Part I</u></b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ The resolution of Henry/Hal's estranged relationship marks the beginning of Hal's atonement as prince/leader/son.</li> <li>▪ Hal and Hotspur's conflict is driven by their need to please their fathers thereby claiming their stake in the future of England.</li> <li>▪ Falstaff and Henry represent both hypocritical and keen observations on the nature of power, courage, and leadership.</li> <li>▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.</li> <li>▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding.</li> <li>▪ Writing is a process, not a result.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ In what way does the relationship of Henry/Hal represent the dysfunction of Henry's England?</li> <li>▪ How might the theme of atonement apply to the identities of Henry, Hal, and Hotspur?</li> <li>▪ How are Hal and Hotspur's lives intertwined? In what way do they reflect on their fathers?</li> <li>▪ How does Falstaff represent what is wrong with Feudal England?</li> <li>▪ Relate the bad counsel of Worcester to Hotspur to the bad example set by Falstaff for Hal.</li> <li>▪ What images of change are seen in Hal's language and in corresponding descriptions of his character after Act II?</li> <li>▪ What are the most effective techniques are involved in writing research reports, informative/explanatory texts, and arguments?</li> <li>▪ What language choices can a writer make to improve a piece?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ Henry IV, Part I</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> </ul>



*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"> <li>▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</i></li> <li>▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i></li> <li>▪ <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></li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; MLA format for research papers</li> </ul>
<b>Notes</b>	

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

**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.
- **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.

	<ul style="list-style-type: none"> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></li> <li>▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i></li> <li>▪ <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></li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ Selected poems from <u>The Language of Literature, Grade 10</u> and others at teacher's discretion</li> <li>▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; MLA format for research papers</li> </ul>
<b>Notes</b>	

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

	<ul style="list-style-type: none"> <li>▪ Examination of different genres of short stories</li> <li>▪ Self-reflection through journaling</li> <li>▪ Writing as a process</li> <li>▪ Literary analysis with support from the text</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> </ul>

	<ul style="list-style-type: none"> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <i>LA.9-10.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></li> <li>▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i></li> <li>▪ <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></li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ Selected short stories from <u>The Language of Literature, Grade 10</u> and others at teacher's discretion</li> <li>▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; MLA format for research papers</li> </ul>
<b>Notes</b>	



<b>Grade: 10</b> <b>Subject: Honors ELA</b>	<b>Unit of Study: <u>The Great Gatsby</u></b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ 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.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ American Literature is marked by distinct movements and periods that relate to the cultural atmosphere of the time.</li> <li>▪ The Lost Generation signifies the results of WWI on American Art and Society.</li> <li>▪ Prohibition and Economic conditions created polarizing figures in American Culture from Gangster to Tycoon.</li> <li>▪ 20<sup>th</sup> century American Prose examines the growth of America into a Modern nation, and with it spawned considerable stratification of social and wealth classes.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ How does the setting of <u>The Great Gatsby</u> reflect the morality/lack thereof in The <i>Jazz Age</i>?</li> <li>▪ What happens to Nick's persona between his statements in chapter 1 and the story's conclusion?</li> <li>▪ In what way does Tom Buchanan represent all that is negative about Post WWI America?</li> <li>▪ What commentary does Daisy's point of view provide on the role of women in America, at the time?</li> <li>▪ What effect does Fitzgerald's style of dialogue/narrative create on character relationships?</li> <li>▪ What does Gatsby's metamorphosis suggest about the American Dream?</li> <li>▪ What are the most effective techniques are involved in writing research reports, informative/explanatory texts, and arguments?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ <u>The Great Gatsby</u></li> <li>▪ Critical Essays</li> </ul>
<b>Standards</b>	<ul style="list-style-type: none"> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> </ul>

- **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"><li>▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i></li><li>▪ <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></li></ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"><li>▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; MLA format for research papers</li></ul>
<b>Notes</b>	

<b>Grade: 10</b> <b>Subject: Honors ELA</b>	<b>Unit of Study: Walt Whitman</b>
<b>Big Idea/Rationale</b>	<ul style="list-style-type: none"> <li>▪ Whitman’s use of free verse was essential in opening the door for modern poetry.</li> <li>▪ The poetry of Whitman largely dispenses with conventions of rhyme and meter, while still reflecting such traditional forms as the Biblical Psalms.</li> <li>▪ The allusions employed by Whitman serve to tie his work to a rich and varied selection of earlier writings.</li> <li>▪ Whitman sought to celebrate the sacred and miraculous elements of life which he maintained to be universally present and available to all.</li> <li>▪ Democracy, both as an ideal and a practice, was a significant priority throughout Whitman’s work.</li> <li>▪ Emerson’s thoughts regarding mankind’s place in the universe are foundational to the poetry of Whitman.</li> <li>▪ The poems Whitman wrote in response to Abraham Lincoln’s death are reflective not just of specific loss but are in fact applicable to how we can deal with mortality as a part of the human condition.</li> <li>▪ Whitman’s poems reflect the Eastern concepts of duality and cyclical patterns as intrinsic elements of the universe and life as we know it.</li> </ul>
<b>Enduring Understandings</b>	<ul style="list-style-type: none"> <li>▪ The exploration and examination of relevant social topics in texts enhances students’ understanding of their own lives.</li> <li>▪ The study of poetry is relevant because of its timeless and universal themes.</li> <li>▪ Studying poetry allows us to examine who we were in the past as well as who we are now.</li> <li>▪ Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections</li> <li>▪ Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments.</li> <li>▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre.</li> <li>▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding.</li> <li>▪ Writing is a process, not a result.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ What is free verse?</li> <li>▪ How did Whitman break from the poetic traditions of the past while still retaining long-standing elements of his forebears?</li> <li>▪ What is an allusion?</li> <li>▪ What were Whitman’s motivations for composing these poems?</li> <li>▪ How is the influence of Emerson evident throughout Whitman’s work?</li> <li>▪ How does Whitman use natural symbols to represent vital abstract concepts?</li> <li>▪ How does Whitman use poetry to respond to the events of the Civil War and the death of Abraham Lincoln?</li> <li>▪ What are Whitman’s core beliefs regarding man’s place in the universe, our origins, and our relationship with God?</li> </ul>

	<ul style="list-style-type: none"> <li>▪ How can Whitman’s poems be connected to ideas prevalent in Eastern philosophy?</li> <li>▪ What are the most effective techniques are involved in writing research reports, informative/explanatory texts, and arguments?</li> <li>▪ What language choices can a writer make to improve a piece?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>▪ Selected poems of Walt Whitman</li> </ul>
<p><b>Standards</b></p>	<ul style="list-style-type: none"> <li>▪ <i><b>LA.9-10.RL.9-10.1</b> - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></li> <li>▪ <i><b>LA.9-10.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; provide an objective summary of the text.</i></li> <li>▪ <i><b>LA.9-10.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).</i></li> <li>▪ <i><b>LA.9-10.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 such effects as mystery, tension, or surprise.</i></li> <li>▪ <i><b>LA.9-10.RI.9-10.1</b> - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i></li> <li>▪ <i><b>LA.9-10.RI.9-10.2</b> - 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></li> <li>▪ <i><b>LA.9-10.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.</i></li> <li>▪ <i><b>LA.9-10.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).</i></li> <li>▪ <i><b>LA.9-10.RI.9-10.6</b> - 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></li> <li>▪ <i><b>LA.9-10.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.</i></li> </ul>

	<ul style="list-style-type: none"> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <i>LA.9-10.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <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></li> <li>▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></li> <li>▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i></li> <li>▪ <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></li> </ul>
<b>Materials/Resources</b>	<ul style="list-style-type: none"> <li>▪ Selected poems of Walt Whitman</li> </ul>
<b>Notes</b>	