

Course Overview

Name of Department: English Language Arts

Course: ELA 10 Pre-AP Honors

Prerequisite: Teacher recommendation, multiple assessment measures

Course Description:

This course focuses on a student- centered learning environment where learners will analyze text, cite evidence, and respond critically about their reading. Students will use the skills of literary analysis developed in earlier courses in order to study major trends in American Literature and Informational Text from Native American cultures to the present. American Literature within the short story, play, historical fiction novel and within poetry along with Non-fictional pieces will also be studied to probe thematic and contemporary relevance of political documents, the Romantics, Brooding Romantics, Transcendentalists and the Modern Period in Literature.

Students will read, *The Help*, *Of Mice and Men*, *Huck Finn*, *The Crucible*, *To Kill a Mockingbird*, *The Great Gatsby*, *Catcher in the Rye* and a research novel. Stress will be placed on the standards of formal language usage and sentence structure. Students will practice research skills repeatedly using MLA format and will improve their close reading and compositional skills through Literary Analysis Tasks, Research Simulation tasks, Compare/Contrast essays and through Narrative Writing. The course encourages the student to reflect on American's history, culture and society, and at the same time promotes mastery of communication skills.

Independent reading units are included, as well as class presentations. . Students will strengthen their critical thinking skills, ability to interact in small and large groups and gain knowledge of self and the world around them. Students will become familiar with multiple choice test taking strategies, writing strategies and the Advanced Placement vocabulary terms in preparation for AP success. The New Jersey Student Learning Standards for English Language Arts will frame the curricular goals of this course. Students at this level will read and write intensively in school and at home. **Multiple research projects using MLA format will be required to pass this course.**

Course Expectation:

The expected outcome of this course will be to produce a student who has been exposed to AP Prep materials such as reading, writing and vocabulary using the Pre AP/Honors English Language Arts 10 Curriculum as a conduit.

- Read selection from the beginning of the American Literature tradition to Present day.
- Analyze literary elements in accordance with individual units
- Apply critical reading strategies to plays, novels, short stories, etc.
- Analyze informational texts and primary sources.
- Compare literary works
- Use a variety of strategies to read unfamiliar words and build vocabulary.
- Incorporate content vocabulary and AP vocabulary into everyday learning
- Use of recursive writing processes to write in a variety of forms, including but not limited to: essays, persuasive, narrative, comparative, analytical, expository, and descriptive
- Develop listening and speaking skills, including but not limited to a persuasive speech.
- Express and support responses to various types of texts.

PRSD Revision: January 2018

NJ DOE Adopted: May 4, 2016

BOE Approved (revision): April 2018

NJ Standards Adopted by PRSD: September 2016

- Prepare, organize, and present literary interpretations.
- Perfect and understand the MLA Research Paper
- Synthesize ideas and information presented in notes and citations

Course Essential Questions (Big Ideas):

- What makes American literature, American?
- How does American based literature shape/reflect the society and history of its time period?
- How does place; geography, time period, and world events influence the American writer's perspective?
- How does enhanced vocabulary improve one's ability to comprehend?
- How are literature and arts a reflection of the evolution of the American identity?
- How does becoming an effective multi-genre writer improve one's quality of life?
- How does one effectively participate in researching unknown topics?
- How do writers effectively communicate purpose?
- How does consideration of the audience affect prewriting and the writing process?
- How writing strategies used to illustrate a point?

Alignment with New Jersey Student Learning Standards:

- RL.9-10 Reading Literature
- RI.9-10 Reading Informational Text
- W.9-10 Writing
- SL.9-10 Speaking & Listening
- L.9-10 Language

Course Requirements and Major Assignments:

1. Acquire Class Credits
2. Adhere to Attendance Policy
3. Grading – complete Assigned readings and writing in a timely fashion
4. Major Assignments. Multimedia Project & Research Paper are to be completed on time and successfully.
5. Display knowledge of writing genres and vocabulary through successful writing.

Course Content Outline

Content Topic

Timeline

Total 36 Weeks

- | | |
|---|----------|
| • Back to School Unit | 3 Weeks |
| • A Gathering Of Voices (Beginnings-1800's) | 12 Weeks |
| • A Growing nation (1800-1870) | 7 Weeks |
| • Division, Reconciliation, and Expansion (1850-1914) | 2 Weeks |
| • Disillusion, Defiance, and Discontent (1914-1945) | 6 Weeks |

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- New Voices and New Frontiers (1945-Present)

6 Weeks

Course Title: Pre AP/Honors English Language Arts 10**Department:** English

Course Guide		
Unit #	Unit Title	Duration: Weeks & School Calendar
1	Back to School Unit Benchmark Testing, Writing Samples and Summer Reading	3 weeks
2	A Gathering of Voices (beginnings-1800's)	12 weeks
3	A Growing Nation (1800-1970)	7 weeks
4	Division, Reconciliation, and Expansion (1850-1914)	2 weeks
5	Disillusion Defiance and Discontent (1914-1945)	6 weeks
6	New Voices and New Frontiers (1945-Present)	6 weeks
		Total 36 weeks

Course Unit 1
Unit Title: A Gathering of Voices
Date/Duration: 12 weeks
<u>Alignment with NJSL:</u> <ul style="list-style-type: none"> • RL.9-10 Reading Literature • RI.9-10 Reading Informational Text • W.9-10 Writing • SL.9-10 Speaking & Listening • L.9-10 Language
<u>Alignment with 21st Century Life and Career Skills 9.1:</u> All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.
<u>Technology; 8.1 Educational Technology:</u> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

PRSD Revision: January 2018**NJ DOE Adopted: May 4, 2016****BOE Approved (revision): April 2018****NJ Standards Adopted by PRSD: September 2016**

<p>Understandings: <i>Students will understand that:</i></p> <ul style="list-style-type: none"> • The early settlers' views of the land were quite different from that of the Native Americans. • The Native American songs and legends showed the connection between people and nature. • The basic American themes stressed independence, inventiveness, <i>Self-Reliance</i>, youth, optimism, risk taking, and originality. • The puritans' laws reflected their zeal for purifying both the individual and society. • Native American oral poets kept the tribal history alive • Quality narration is challenging. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What was the new world's natural environment? • How did attitudes toward nature show up in literature? • What were early American themes? • What social and political forces affected early -American Literature? • What were the major roles of early American writers? • What techniques can be used for quality writing of a narrative? • How can narration and description be used in conjunction with other rhetorical modes
<p>Students will know... Essential Questions:</p> <ul style="list-style-type: none"> • What was the new world's natural environment? • How did attitudes toward nature show up in literature? • What were early American themes? • What social and political forces affected early --American Literature? • What were the major roles of early American writers? • What techniques can be used for quality writing of a narrative? • How can narration and description be used in conjunction with other rhetorical modes 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Understand the world's natural environment. • Identify attitudes toward nature through literature. • Recognize early American Themes. • Relate the influences of social and political forces to early American Literature. • Determine the major roles of early American writers. • Identify and analyze Narrative and Descriptive Essays • Examine author's style and how it affects meaning • Analyze author's point of view on topic.
<p align="center">Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Projects • Class Discussion • Speeches • Group discussion • Essays • Written Tasks • Analogies 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Exit Tickets • Practice AP Activities • Tracking Progress • Check Understanding • Responding to multiple choice and open-ended questions • Academic Prompts

Suggested Learning Activities

Learning Activities:

- Reading Short Stories
- Topic related Websites
- Reading Novels
- Reading Essays: Fictional and Non-Fictional
- Journal Responses
- Practice Writing AP Responses
- Mini-lessons on literary terms
- Mini-lessons on plot development
- Student instruction
- Locating and applying literary terms
- Graphic Organizers
- Public Speaking
- Vocabulary/ both from content and AP (44 words)
- Mapping and Time-lines
- Artistic Expression
- Research and Technology

Recommended Modifications and Accommodations

- Time on task adjustments
- Modified quizzes and tests
- Work with partner
- One-on-one ICS if applicable
- Preferential Seating

Specific Resources for Unit

- The Crucible by Arthur Miller (and Film)
- Pearson Essay Scorer: Narrative, and Editorial
- Riverside Readers Volumes 5,6,8
- *My Name is Margaret*: RRR 5 pg 29
- Selections from American Experience
- Bedford Reader: *The Process of Procuring Pleasant Dreams* (Step by Step pg. 251)

General Resources for Course

- Literature: The American Experience by Prentice Hall (2010) and on-line resources and materials associated with this publication
- AP Vocabulary Workshop
- Webster's New World College Dictionary (4th ed)

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Use of computer to use Google Translate
- Hard copy of notes
- Preferential seating

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

At- Risk Students:

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Course Unit 2

Unit Title: A Growing Nation: 1800-1870

Date/Duration: 7 Weeks

Alignment with NJSLs:

- RL.9-10 Reading Literature
- RI.9-10 Reading Informational Text
- W.9-10 Writing
- SL.9-10 Speaking & Listening
- L.9-10 Language

Alignment with 21st Century Life and Career Skills 9.1:

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NJ Standards Adopted by PRSD: September 2016

<p>All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.</p> <p>Technology; 8.1 Educational Technology:</p> <p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>	
Desired Results	
<p>Understandings:</p> <p><i>Students will understand that:</i></p> <ul style="list-style-type: none"> Americans connected their lives with the land they were discovering. That the nation changed from a largely agricultural society to a more industrialized society That American author's, through common experiences, share common identities in their writing. Argumentation is rhetorical in intent. There are different reasons for argument. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What did Americans discover as they explored the continent? What attitudes developed toward the American land? How did these attitudes show up in Literature? What rhetorical modes are most likely to sway a reader in an argument able or persuasive essay? Does the use of rhetorical modes help the writer/reader benefit in their position? How does a writer/speaker select which type of argument to use in writing?
<p>Students will know...</p> <ul style="list-style-type: none"> American lives were connected to the land The nation underwent change to a more industrialized society. American writers reflected and documented change through their writing. How to identify agreement and persuasion and then use the same technique in writing How to use rhetorical devices in argument and persuasion That audience is essential when writing persuasion. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> Recognize the importance of the land in the growth of America and its influence on American Literature. Identify the difference between agricultural and industrial society. History is documented through writing.-Identify and analyze argumentative essays. Analyze an author's point of view on a subject. Analyze rhetorical devices used to achieve purpose. Compare/Contrast the style, purpose and tone of two passages.
Assessment Evidence	
Performance Tasks:	Other Evidence:

<ul style="list-style-type: none"> • Projects • Class Discussion • Speeches • Group discussion • Essays • Written Tasks • Analogies 	<ul style="list-style-type: none"> • Exit Tickets • Practice AP Activities • Tracking Progress • Check Understanding • Responding to multiple choice and open-ended questions • Academic Prompts
Suggested Learning Activities	
Learning Activities: <ul style="list-style-type: none"> • Reading Short Stories • Reading Novels • Journal Responses • Define and use Literary terms • Tracking plot development and Theme • Student instruction • Locating and applying literary terms • Graphic Organizers • Public Speaking • Vocabulary from Content and 44 from the AP list • Mapping and Time-lines • Artistic Expression • Research and Technology • Topic related Websites • Pearson Essay Scorer 	
Recommended Modifications and Accommodations	
<ul style="list-style-type: none"> • Time on task adjustments • Modified quizzes and tests • Work with partner • One-on-one ICS if applicable • Preferential Seating 	
Specific Resources for Unit	
<ul style="list-style-type: none"> • “The Devil and Tom Walker” Washington Irving • <u>Moby Dick</u> Herman Melville • “Minister’s Black Veil” Nathaniel Hawthorne • “The Fall of the House of Usher” Edgar Allan Poe (And movie) • Selected Poetry from The American Experience • “Self-Reliance” Ralph Waldo Emerson • “Walden Pond” Henry David Thoreau (And movie) • <u>Civil Disobedience</u> Henry David Thoreau • Pearson Essay Scorer (Persuasion and Argument), (Compare/Contrast) • Riverside Reader 95) <i>MLK I Have A Dream</i> pg 455 • Pearson Essay Scorer: Two Products Compare/Contrast and Response to Lit Motives and Emotions 	

General Resources for Course

- Literature: The American Experience by Prentice Hall (2010) and on-line resources and materials associated with this publication
- AP Vocabulary Workshop
- Webster's New World College Dictionary (4th edition)

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Use of computer to use Google Translate
- Hard copy of notes
- Preferential seating

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

At-Risk Students:

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Course Unit 3

Unit Title: Division, Reconciliation, and Expansion

Date/Duration: 2 Weeks	
<u>Alignment with NJSLs:</u> <ul style="list-style-type: none"> ● RL.9-10 Reading Literature ● RI.9-10 Reading Informational Text ● W.9-10 Writing ● SL.9-10 Speaking & Listening ● L.9-10 Language ● 	
<u>Alignment with 21st Century Life and Career Skills 9.1:</u> <p>All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.</p>	
<u>Technology; 8.1 Educational Technology:</u> <p>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</p>	
Desired Results	
Understandings: <i>Students will understand that:</i> <ul style="list-style-type: none"> ● Writers of the time reflected economic growth, powerful elements of chance, the now closed frontier, and the flight into fantasy. ● Spirituals expressed the woes of slavery and the hope for freedom. ● Realistic portrayals of American plots and settings gave American Literature its special identity. ● Realistic details from local colorists replaced transcendentalist philosophy. ● The horrors of the civil war and hardships of life described by the naturalists put an end to Emerson's <i>Self-Reliance</i> and the Transcendentalists. ● When writing research or the Critical Review, students will draw from valid sources not personal experiences. ● How to Compose a research paper (synthesis) ● How to Compose a Critical analysis 	Essential Questions: <ul style="list-style-type: none"> ● How did popular literature reflect the era's social and political issues? ● What literary forms did the writers use to discuss social and political issues during this period? ● What literary elements contributed to an American style? ● What role did writers play in shaping American identity? ● At the dawn of the 20th century, what did Literature reveal about American attitudes? ● Why is it important to evaluate sources and use only scholarly sources? ● How do I use proper format in composing a research paper and critical analysis paper.
Students will know... <ul style="list-style-type: none"> ● Literary style changed with flight from frontier to fantasy. 	Students will be able to... <ul style="list-style-type: none"> ● Reflects the change in literary style ● Understand that writing and speaking

<ul style="list-style-type: none"> • Spiritual hope for freedom was expressed through Literature. • American Literature expressed realistic portrayals of American life. • Transcendental beliefs changed to realistic outlooks. • War caused Americans to abandon naturalists and focus on truth. • How to examine and choose from multiple sources to make a point • When to use a summary, paraphrase or inference while addressing a synthesis essay • That MLA format must be used when writing a Research Paper. 	<p>are necessary tools for political and social change</p> <ul style="list-style-type: none"> • Recognize the individual writers and their works in respect to shaping the identity of America. • Realize that the 20th century brought change in American attitudes and how they were reflected through literature. • Critically analyze multiple sources • Compose a well-organized research paper • Create a well-organized Critical Review • Examine authors style and its effect on meaning • Identify scholarly sources.
Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Projects • Class Discussion • Speeches • Group discussion • Essays • Written Tasks • Analogies 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Exit Tickets • Practice AP Activities • Tracking Progress • Check Understanding • Responding to multiple choice and open-ended questions • Academic Prompts
Suggested Learning Activities	
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Reading Short Stories • Examination and identification of Theme and setting • Reading Novels • Journal Responses • Identification and use of literary terms • Understanding plot development and theme • Student instruction • Locating and applying literary terms • Graphic Organizers • Public Speaking • Chunking • Jig Sawing • Vocabulary both from content and AP list (44 words AP) • Mapping and Time-lines • Artistic Expression • Research and Technology • Topic related Websites • Pearson Essay Scorer 	

Recommended Modifications and Accommodations

- Time on task adjustments
- Modified quizzes and tests
- Work with partner
- One-on-one ICS if applicable
- Preferential Seating

Specific Resources for Unit

- Riverside Reader (5) Mark Twain: *Two Views of the River* pg 164 Compare/Contrast
- “An Occurrence at Owl Creek Bridge” Ambrose Bierce
- “The Boys Ambition” Mark Twain
- “The Notorious Jumping Frog of Calaveras County” Mark Twain
- “The Story of an Hour” Kate Chopin
- Selected poems from The American Experience including the poetry of Emily Dickenson
- Pearson Essay Scorer: Critical Review

General Resources for Course

- Literature: The American Experience by Prentice Hall (2010) and on-line resources and materials associated with this publication
- AP Vocabulary Workshop
- Webster’s New World College Dictionary (4th edition)

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Use of computer to use Google Translate
- Hard copy of notes
- Preferential seating

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)

- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

At- Risk Students:

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Course Unit 4

Unit Title: Disillusion , Defiance and Discontent

Date/Duration: 6 Weeks

Alignment with NJSLs:

- RL.9-10 Reading Literature
- RI.9-10 Reading Informational Text
- W.9-10 Writing
- SL.9-10 Speaking & Listening
- L.9-10 Language

Alignment with 21st Century Life and Career Skills 9.1:

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

Technology; 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Desired Results

Understandings:

Students will understand that:

- Americans grew more aware of other cultures.

American and non-American places have dominated our thinking in recent years.

- Social and political events affected American writers in the first half of the twentieth century.
- For every action, there is a reaction.

Essential Questions:

- What American places especially affected American life in the first half of the Twentieth Century?
- What non-American places especially affected American life in the first half of the twentieth century?
- How did these places show up in the work of modern American Writers?
- What makes a powerful Cause/Effect essay?

<p>Students will know...</p> <ul style="list-style-type: none"> • Other cultures began influencing American thought. • American's needed to extend their knowledge beyond America. • The writing during first half of the twentieth century was largely influence by social and political events. • What makes a powerful Cause/Effect essay? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Determine which places affected American life in the start of the new century. • Recognize how the rest of the world would influence American life at the turn of the century and onward. • Understand the importance of global thinking in American Literature. • Write a Cause/Effect Essay
Assessment Evidence	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> • Projects • Class Discussion • Speeches • Group discussion • Essays • Written Tasks • Analogies 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Exit Tickets • Practice AP Activities • Tracking Progress • Check Understanding • Responding to multiple choice and open-ended questions • Academic Prompts
Suggested Learning Activities	
<p>Learning Activities:</p> <ul style="list-style-type: none"> • Reading Short Stories • Reading Novels • Journal Responses • Using literary terms • Identify plot development and theme • Student instruction • Locating and applying literary terms • Graphic Organizers • Public Speaking • Vocabulary from content and 44 from AP List • Mapping and Time-lines • Artistic Expression • Research and Technology • Chunking • Jig Sawing 	
Recommended Modifications and Accommodations	
<ul style="list-style-type: none"> • Time on task adjustments • Modified quizzes and tests • Work with partner • One-on-one ICS if applicable • Preferential Seating 	

Specific Resources for Unit

- John Steinbeck The Grapes of Wrath
- To Kill a Mockingbird Harper Lee (and film)
- Great Gatsby F. Scott Fitzgerald (and film)
- “A Rose for Emily” William Faulkner
- “Chicago” Carl Sandburg
- Poetry of Robert Frost and other poetry selections.
- Topic related Websites
- Pearson Essay Scorer: Cause and Effect
- Pearson Essay Scorer
- Riverside Reader: *Shades of black* pg 260
- Riverside Reader 8 (Gatsby) *A Chinaman’s Chance; Reflections on the American Dream* Cause/Effect

General Resources for Course

- Literature: The American Experience by Prentice Hall (2010) and on-line resources and materials associated with this publication
- AP Vocabulary Workshop Level
- Webster’s New World College Dictionary 4th edition

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Use of computer to use Google Translate
- Hard copy of notes
- Preferential seating

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities

- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

At- Risk Students:

- Homework
- Leveled Reading
- Supplemental Assignments
- Organize integrated problem-solving simulations
- Propose interest-based extension

Course Unit 5

Unit Title: New Voices and New Frontiers

Date/Duration: 6 Weeks

Alignment with NJSL:

- RL.9-10 Reading Literature
- RI.9-10 Reading Informational Text
- W.9-10 Writing
- SL.9-10 Speaking & Listening
- L.9-10 Language
-

Alignment with 21st Century Life and Career Skills 9.1:

All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.

Technology; 8.1 Educational Technology:

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Desired Results

Understandings:

Students will understand that:

- Americans grew more aware of other cultures.
- American and non-American places have dominated our thinking in recent years.
- Social and political events affected American writers in the first half of the twentieth century.
- Different time periods in American Lit breed different styles of speaking/ The Origin of Slang.
- That language is essential in

Essential Questions:

- What American places especially affected American life in the first half of the Twentieth Century?
- What non-American places especially affected American life in the first half of the twentieth century?
- How did these places show up in the work of modern American Writers?
- How does jargon or slang affect character and settling?

establishing character and setting.	
Students will know... <ul style="list-style-type: none"> Other cultures began influencing American thought. American's needed to extend their knowledge beyond America. The writing during first half of the twentieth century was largely influence by social and political events. That culture can be identified through words, reading, writing and speaking. 	Students will be able to... <ul style="list-style-type: none"> Determine which places affected American life in the start of the new century. Recognize how the rest of the world would influence American life at the turn of the century and onward. Understand the importance of global thinking in American Literature Recognize slang and defend it in context for understanding of character and setting.
Assessment Evidence	
Performance Tasks: <ul style="list-style-type: none"> Projects Class Discussion Slang conversations and presentation Group discussion Essays Written Tasks Analogies 	Other Evidence: <ul style="list-style-type: none"> Exit Tickets Practice AP Activities Tracking Progress Check Understanding Responding to multiple choice and open-ended questions Academic Prompts
Suggested Learning Activities	
Learning Activities: <ul style="list-style-type: none"> Reading Short Stories Reading Novels Journal Responses Use slang and jargon correctly Identify plot development/Theme Student instruction Locating and applying literary terms Graphic Organizers Public Speaking Vocabulary Mapping and Time-lines Artistic Expression Technology –PowerPoint- Harlem Renaissance Poetry Examine use of Slang across the ages and in American History Slang Writing Assignment. Examination and identification of Theme and setting. Chunking Jig Sawing 	
Recommended Modifications and Accommodations	
<ul style="list-style-type: none"> Time on task adjustments 	

- Modified quizzes and tests
- Work with partner
- One-on-one ICS if applicable
- Preferential Seating

Specific Resources for Unit

- Catcher in the Rye JD Salinger
- Death of a Salesman Arthur Miller
- The Car Gary Paulsen
- Pearson Essay Scorer
- Pearson Essay Scorer
- Visions Across America *Origins of Slang* by Woody Allen pg 404
- Content Vocabulary

General Resources for Course

- Literature: The American Experience by Prentice Hall (2010) and on-line resources and materials associated with this publication
- AP Vocabulary Workshop Level
- Webster's New World College Dictionary (4th edition)

Recommended Accommodations and Modifications

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Use of computer to use Google Translate
- Hard copy of notes
- Preferential seating

Special Education:

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

At- Risk Students: <ul style="list-style-type: none"> • Homework • Leveled Reading • Supplemental Assignments • Organize integrated problem-solving simulations • Propose interest-based extension 	
COURSE UNIT 6	
Unit Title: New Voices and New Frontiers	
Date/Duration: 6 Weeks	
<u>Alignment with NJSLs:</u> <ul style="list-style-type: none"> • RL.9-10 Reading Literature • RI.9-10 Reading Informational Text • W.9-10 Writing • SL.9-10 Speaking & Listening • L.9-10 Language • 	
<u>Alignment with 21st Century Life and Career Skills 9.1:</u> All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. Primary interdisciplinary connections: Geography, Psychology, History, Economics, Multicultural Issues, Arts.	
<u>Technology; 8.1 Educational Technology:</u> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.	
Desired Results	
Understandings: <i>Students will understand that:</i> <ul style="list-style-type: none"> • American became accustomed to rapid changes in the world. • American society, different cultural groups, celebrated their uniqueness through writing and speaking. • The age of computers increased both personal expression and anonymity. • Writers valued and expressed their diversity. • Themes such as truth, illusion, success and the importance of family were illustrated through various genres of American Literature. • Much contemporary Literature redefines the notion of place as America is a “melting pot.” 	Essential Questions: <ul style="list-style-type: none"> • What social and political events have had the greatest impact on Americans since 19770? • What values and attitudes have grown out of these events? • How are these values and attitudes expressed in American Literature? • What kind of places do contemporary Americans write about? • How does a global awareness show up in American Literature? • How has electronic technology, by changing our surroundings, also changed our literature? • What qualities distinguish American literature today?

<p>Students will know...</p> <ul style="list-style-type: none"> ● Change in the cultural complexion of America affected American Literature. ● The age technology influenced the ease and distribution of written expression. ● Diversity is celebrated through contemporary American Literature ● All cultural voices are heard through American Literature 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● Understand that society and politics shape America. ● Reflect on American Literature as an expression of society and politics. ● Understand that global diversity exists in America. ● Define America through its contemporary Literature. ● Recognize the ease in which technology enables the global creation and distribution of American Lit.
<p align="center">Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Projects ● Class Discussion ● Speeches ● Group discussion ● Essays ● Written Tasks ● Analogies ● Projects ● Speeches ● Essays ● Analogies 	<p>Other Evidence:</p> <ul style="list-style-type: none"> ● Exit Tickets ● Practice AP Activities ● Tracking Progress ● Check Understanding ● Responding to multiple choice and open-ended questions. ● Academic Prompts
<p align="center">Suggested Learning Activities</p>	
<p>Learning Activities:</p> <ul style="list-style-type: none"> ● Reading Short Stories ● Reading Novels ● Journal Responses ● Define and use literary terms ● Recognize plot development/Theme ● Student instruction ● Locating and applying literary terms ● Graphic Organizers ● Public Speaking ● Vocabulary ● Mapping and Time-lines ● Artistic Expression ● Research and Technology ● AP Vocabulary ● Pearson Essay Scorer ● Chunking ● Jig Sawing 	

Recommended Modifications and Accommodations

- Time on task adjustments
- Modified quizzes and tests
- Work with partner
- One-on-one ICS if applicable
- Preferential Seating

Specific Resources for Unit

- Slave Spirituals
- The Car Gary Paulsen
- Bedford Reader A Chinaman's Chance: *Reflections on the American Dream* pg 493 (Cause and Effect)
- Poetry of the Harlem Renaissance
- Pearson Essay Scorer:

General Resources for Course

- Literature: The American Experience by Prentice Hall (2010) and on-line resources and materials associated with this publication
- Vocabulary Workshop Level G by Sadlier and Oxford (2005) and on-line resources and materials associated with this publication
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