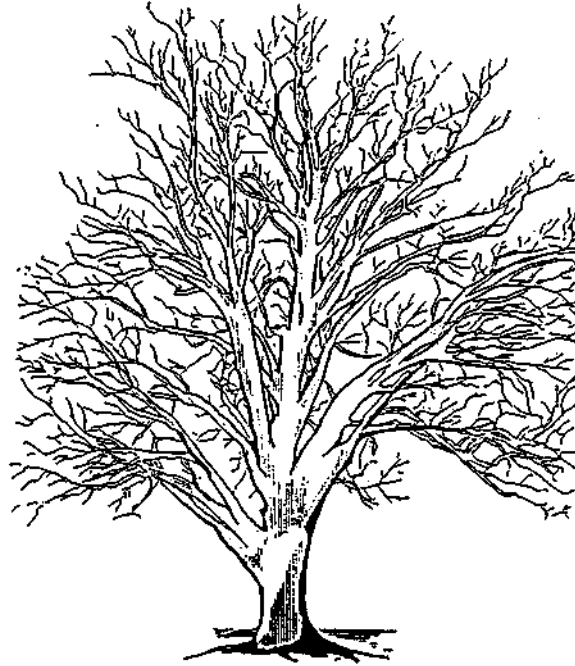


# **Monroe Township Schools**



## **Curriculum Management System**

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**Honors Language Arts II**

**Grade 10**

**July 2009**

**\* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy # 2220.**

**Board Approved: September 9, 2009**

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# **MONROE TOWNSHIP SCHOOL DISTRICT**

## **ADMINISTRATION**

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**Ms. Nidhi Bhatt**  
**Ms. Reena Dholakia**

## Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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**Secretarial Staff:** Debby Gialanella  
Geri Manfre  
Gail Nemeth

# **Monroe Township Schools**

## **Mission and Goals**

### **Mission**

The mission of the Monroe Township School District, a unique multi-generational community, is to collaboratively develop and facilitate programs that pursue educational excellence and foster character, responsibility, and life-long learning in a safe, stimulating, and challenging environment to empower all individuals to become productive citizens of a dynamic, global society.

### **Goals**

To have an environment that is conducive to learning for all individuals.

To have learning opportunities that are challenging and comprehensive in order to stimulate the intellectual, physical, social and emotional development of the learner.

To procure and manage a variety of resources to meet the needs of all learners.

To have inviting up-to-date, multifunctional facilities that both accommodate the community and are utilized to maximum potential.

To have a system of communication that will effectively connect all facets of the community with the Monroe Township School District.

To have a staff that is highly qualified, motivated, and stable and that is held accountable to deliver a safe, outstanding, and superior education to all individuals.

## **INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS**

### **Philosophy**

The goal of the Monroe Township High School Language Arts program is to develop and to enhance students' ability to communicate effectively for varied purposes and audiences. Probably the single most important attribute of academic and career success, effective communication is based on the components of reading, writing, speaking, listening, and thinking.

A successful high school English program develops these components through an integrated approach to the language arts. This includes instruction in and practice of the support skills underlying each of these processes. For example, in the writing component, students write regularly, in a variety of modes and for a variety of audiences, using writing activities designed to appeal to students' interests and needs. Students learn strategies for prewriting and revising - in essence skills for critical thinking such as analysis, synthesis, problem-solving and evaluation. They also share their writing with others and keep records of their writing development and samples of their writing in a portfolio. Frequent formal and informal assessment of the student's writing provides the teacher, the student and the parents with information about the student's areas of strength and the areas that need improvement.

Reading and writing about literature become increasingly more important as student develop the sophisticated skills of analysis and interpretation. By the time they complete their senior year, students will have read significant works of American, British and World literature. They also will have learned to express themselves in all of the rhetorical modes and to conduct independent research.

### **Educational Goals**

This course investigates the development of American English beginning with the Native American oral traditions to Twentieth Century literature with emphasis on understanding the historical, social, and political context of each work. This course also reinforces speaking, listening, viewing, and writing skills.

Students will read, analyze, and respond to a representative selection of historical fiction, realistic fiction, folk tales, short stories, novels, myths, plays, poetry, and non-fiction texts including research materials while examining specific writers, movements, and literary techniques. Students will also have the opportunity to improve both oral and written communication skills and enhance viewing, and listening skills. Students will be required to conduct independent research in order to gain a more insightful understanding to American literature.

This course is designed to combine the development of Language Arts skills with the investigation and analysis of significant works from the settlement of America to pre-modern America.

This course satisfies the tenth grade English requirement for graduation.

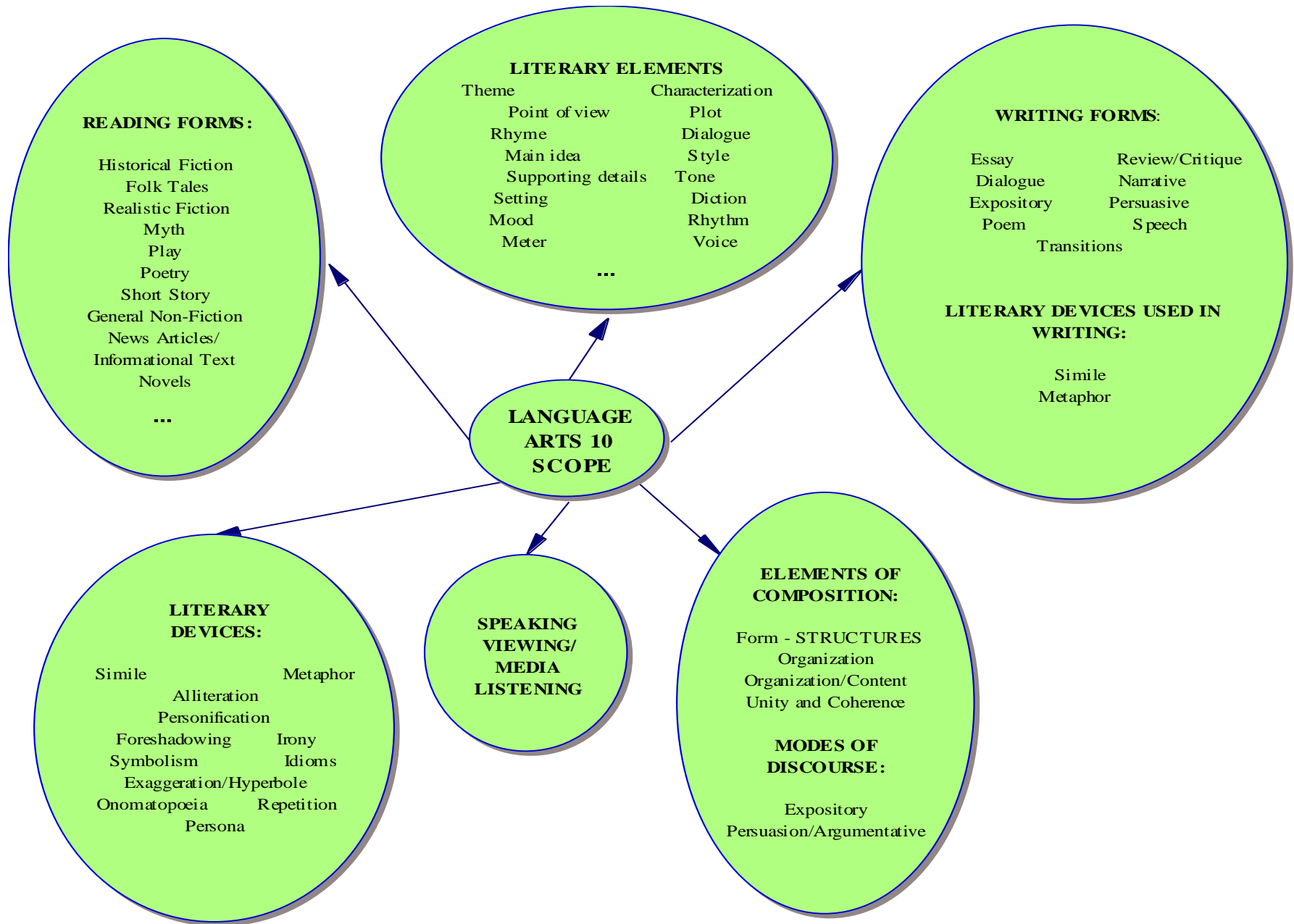
## **New Jersey State Department of Education Core Curriculum Content Standards**

### **A note about Language Arts Literacy Standards and Cumulative Progress Indicators.**

The New Jersey Core Curriculum Content Standards for Language Arts Literacy were revised in 2004 to include the five general standards of reading, writing, speaking, listening, and viewing and media literacy, along with specific strands and cumulative progress indicators for each. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Language Arts Literacy may also be found at:

[http://www.nj.gov/njded/cccs/s3\\_lal.htm](http://www.nj.gov/njded/cccs/s3_lal.htm)

## LANGUAGE ARTS 10 SKILLS SCOPE





## Language Arts Outcomes

<i>Reading Benchmarks</i>		<i>Writing Benchmarks</i>
Form		Form
Recognize central idea or theme		Communicate message to intended audience
Recognize supporting detail		Develop topic / central idea
Connect with prior knowledge		Develop thesis
Determine author or reader's purpose		Provide supporting details
Using appropriate reading strategies		Create opening /closing
Identify and analyze: Text type, Literary forms, Elements, Devices, Patterns of organization		Use variety of lead sentences
Form opinions and conclusions		Logical progression of ideas
Self-assess one's own reading strategies and responses to text		Varied sentence structure
Make inferences and predict		Engage in writing process
Understand new vocabulary		Self-assess using standard criteria
Recognize persuasion		Develop conclusions
Use context clues to enhance comprehension		Convey point of view
Extrapolate information		Elaborate
Ask relevant questions to enhance comprehension		Select and research a topic
Distinguish information as relevant/irrelevant/fact/opinion		Use models or examples
Interpret literary devices		

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Genres in Literature	
	Grade Level/Subject: 10 <sup>th</sup> Grade/Language Arts II	Goal 1: The student will analyze literature to understand themselves, others, and the human condition.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
	<p>1.1 Read and recognize the following literary genres of American Literature: (3.1.10.G.1-5)</p> <ul style="list-style-type: none"> <li>• Historical Fiction</li> <li>• Realistic Fiction</li> <li>• Folk Tales</li> <li>• Short Story</li> <li>• Novel</li> <li>• Reference/Research</li> <li>• Myth</li> <li>• Play</li> <li>• Poetry</li> <li>• Non-Fiction/Information Text</li> </ul> <p><i>*The student will be able to identify the recurring themes in the literature read.</i></p> <p><i>*The student will be able to relate literature to historical and contemporary events.</i></p> <p><i>*The student will be able to recognize various literary movements.</i></p>	<ul style="list-style-type: none"> <li>• What characterizes different eras in American history?</li> <li>• How is literature a critical mode of expression throughout history?</li> <li>• What is the American Experience?</li> <li>• What are the pros and cons of the American Dream?</li> <li>• Does literature reflect culture or shape it?</li> </ul> <p>Summative Assessment: (for goals 1-5)</p> <ul style="list-style-type: none"> <li>• During the year students will keep a journal in which they will make notes about the different time periods and events in American literature. Students will respond to the notes on a personal level to connect their own lives to the events happening in the past. At the end of the year, as a culminating event, students will look at their journals again and decide which period in American literature would most describe their personality. Students will develop a reflective piece, in a mode of their choosing, to illustrate to the class how the time period reflects themselves. Students will include examples of literary terms as well as specific texts to achieve their goal.</li> </ul>	<ul style="list-style-type: none"> <li>• After reading <i>To Kill a Mockingbird</i> have a southern food tasting day where the students make the foods that are listed in the book and other foods that are indicative to the South. Have students present the foods that they have prepared and discuss where the food originated from in the South and how it is prepared. Assessment: Class discussion of origination of food presented.</li> <li>• Have students take a virtual tour of the Plymouth Plantation by accessing the museum website at <a href="http://www.plimoth.org/">http://www.plimoth.org/</a> Assessment: Ability to locate information on colonies. Ability to complete worksheet on navigation of the webpage and online reference sources in general.</li> <li>• Students will be placed into groups while reading <i>The Crucible</i>. Students will be responsible for preparing a scene from the play. Students will present the scene to the class. After presenting the scene, the students will facilitate discussion and any further teaching. Assessment: How well students worked to put together the scene. How well the students were able to convey the information to the students in the class. Student evaluation using predetermined rubric.</li> <li>• Students will be placed into teams and given a poem from the Harlem Renaissance. Each team has to create a journal prompt, questions to ask the class, and audio/visual</li> </ul>

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Genres in Literature	
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			<p>aid in order to teach the class the poem. Assessment: Peer Evaluation of how well the interpretation of the poem was conveyed to the class using a predetermined rubric.</p> <ul style="list-style-type: none"> <li>• After reading the myths in the textbook, have students rewrite the tales to appeal to a current audience by updating the setting and modernizing characters. Assessment: Teacher evaluation of paper based on predetermined rubric. Class presentation of myth.</li> <li>• While reading <u>Catcher in the Rye</u>, have students pick a character in the novel and retell the major events from his/her point of view in the form of a journal. Have students write the journal entries in first person. Have students make the journal look "old" to fit the 50's time period. Assessment: How well the students were able to take on the persona of another character. How well the students were able to summarize major events in the chapters. Creative ability of the students to make the journal look authentic from the 1950's.</li> <li>• Read an excerpt from Hurston's "Dust Tracks on a Road" and write a personal narrative about a moment in your life that inspired you to act or think differently. Assessment: Peer edit and revise based on predetermined essential questions for evaluating papers.</li> </ul>

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			<ul style="list-style-type: none"> <li>• <u>Honors</u> Students read 2-3 different articles published in the newspaper(s) by two different authors on the same event or issue (e.g. global warming, protest march, plane crash). Students identify fact statements and opinion statements in each. Then, students discuss the types of fact/opinion statements found in each article (expert, informed, and/or uninformed). Evaluate how an author's style, content, and choice of language influence a reader's beliefs and knowledge about the event. Assessment: Students research or attend a new event or issue in their school or town community and construct their own piece of nonfiction using the most effective techniques explored in the preceding activity.</li> <li>• <u>Honors</u> As a beginning of the year/getting to know you activity, and as a precursor to character analysis in literature, students search through newspapers and magazines to find photos that symbolize different aspects of their personality. Students sort the pictures into two piles: 1) Those that reveal their outward personality; 2) those that reveal their inward personality traits that they may not show to others. Students then paste the outward personality photos to the outside of a paper bag and put the inward personality photos inside of the paper bag. Assessment: Students orally present their outward personality traits and select a couple of the inward traits that they feel comfortable sharing. Extension: After</li> </ul>

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			<p>reading a novel with many characters, such as <u>The Scarlet Letter</u>, <u>To Kill a Mockingbird</u>, or <u>Huck Finn</u>, students prepare a written example of what a paper bag collage might look like for their choice of two of the characters in one of the novels.</p> <ul style="list-style-type: none"> <li>• <u>Honors</u> While reading and discussing a novel with an important moral, such as <u>To Kill a Mockingbird</u>, students select a song or a poem that they believe contains morals or good lessons that could apply to everyone's life. Students compare the societal and personal issues evident in the era that the song was written with the era of the setting of the novel. What issues seem to transcend time and place? Why? Assessment: Students play the song for the class or read the poem aloud and have a visual to go along with the poem or song. The student presents to the class, in his or own words, the moral or lesson to be derived from the song or poem, as well as the universal societal and personal issues.</li> <li>• <u>Honors</u> Students read an outside reading novel that is approved by the teacher and prepare to teach the novel to the class. Assessment: Students prepare an informational presentation of about 10-15 min. in which they share: 1) author biography related to their writing; 2) original plot synopsis; 3) one positive and one negative piece of criticism; 4) student's original research of a pertinent nonfiction topic from the novel (i.e., mental retardation</li> </ul>

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			<p>in <i>Of Mice and Men</i>, local color and regionalism in a Mark Twain work such as <i>The Adventures of Huckleberry Finn</i>, or racial discrimination/segregation in <i>A Raisin in the Sun</i>).</p> <ul style="list-style-type: none"> <li>• <u>Honors</u> Before reading <i>The Scarlet Letter</i>, students choose to research and define the 17<sup>th</sup> century, 18<sup>th</sup> century, and 21<sup>st</sup> century cultural views and social customs related to guilt, sin, crime, law, religion, adultery, and morality. Students research television, media, famous people, as well as legal cases, laws and doctrines that have been put in (and out of) place to curtail promiscuity and control social behaviors. What is acceptable in each century? Why or why not? What are the evidences of the social acceptance? Assessment: Student groups create an attractive and informative visual presentation to build a bridge among the historical contexts of the setting of the novel, Hawthorne's time period, and our own modern societal views explored through the book's enduring themes.</li> <li>•</li> </ul>

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Literary Devices	
	Grade Level/Subject: 10 <sup>th</sup> Grade/Language Arts II	Goal 2: Students will critically comprehend a variety of literary genres and evaluate the use of literary devices.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
	<p>2.1 Expand their knowledge of literary terms including the following: (3.1.10.F.1-3) (3.1.10.G.7-8)</p> <ul style="list-style-type: none"> <li>• Simile</li> <li>• Metaphor</li> <li>• Alliteration</li> <li>• Exaggeration/Hyperbole</li> <li>• Onomatopoeia</li> <li>• Idioms</li> <li>• Personification</li> <li>• Reptition</li> <li>• Foreshadowing</li> <li>• Allusion</li> <li>• Assonance</li> <li>• Apostrophe</li> <li>• Flashback</li> <li>• Symbolism</li> <li>• Irony</li> <li>• Persona</li> </ul> <p><i>*The student will be able to identify how these devices relate to the different works that are read.</i></p> <p><i>*The student will be able to identify when it is appropriate to use these devices in literature.</i></p> <p><i>*The student will be able to use knowledge of word origins and word relationships as well as historical and literary concepts.</i></p>	<ul style="list-style-type: none"> <li>• How can past literary or historical events influence your writing?</li> <li>• How does regionalism affect dialogue in literature?</li> <li>• Why do writers use literary devices?</li> </ul>	<ul style="list-style-type: none"> <li>• After reading Dickinson's poetry, have students write their own poem modeled after one of Dickinson's poems. Students will use one of the literary terms that were explored in her poetry. Assessment: Teacher evaluation of the use of literary terms in writings.</li> <li>• Define terms. Assessment: Quiz.</li> <li>• Have students read essays by James Thurber and E.B. White. Have students make notes on each passage that makes them laugh or smile. After reading the essays, organize students into small groups. Have students compare the passages they marked and note whether any of them involve the use of hyperbole. Assessment: Class discussion.</li> <li>• Have students choose partners with whom to read aloud the poems by Cullen, Bontemps, and Toomer and then discuss them. Partners can consider the effects of literary elements such as alliteration, assonance, rhythm, and rhyme on the poem's overall power and meaning. Assessment: Class discussion.</li> <li>• <u>Honors</u> Read "Harrison Bergeron" by Kurt Vonnegut. Arrange students in groups to work together and create equality. Students write one desirable physical/mental attribute on an index card for a total of 10 attributes on 10 index cards per group. Students assign an appropriate handicap to each</li> </ul>

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			<p>attribute. Students are then randomly dealt a handicap card and must complete an activity. Assessment: Students lead a class discussion about the difficulties encountered with the handicaps during the activity by preparing questions (for example, What does it mean to be equal? Does being equal mean conformity? What is Vonnegut's view of equality?) Synthesis assessment activity: Students write a response to a philosophical quote on equality, Aristotle said, "The worst form of inequality is to try to make unequal things equal." Freewrite 1 page exploring this theme.</p> <ul style="list-style-type: none"> <li>• <u>Honors</u> Using the Media Center and internet database, research the common archetypes in literature in terms of characters, settings, and actions/events (heroes, mother figures, villains, forests, caves, rivers, journeys, rebirth/awakening). Assessment: Students explore the questions in an essay, What is an archetype? What do the universal and repeating patterns of archetypal characters, settings, and actions/events reveal about humanity and the human condition? Students identify and analyze one archetype based on a character in a novel read within the last year in the essay.</li> <li>• <u>Honors</u> After reading <u>The Great Gatsby</u> or <u>The Glass Menagerie</u>, ask students to identify someone in their family or town who has achieved or aspires to achieve the American Dream. Conduct background research on the person, the time period they</li> </ul>



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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			<p>lived, the town/state they are from, their inspirations, career, family, support, and their education. Students prepare questions tailored to the interviewee's life experience based on this background research. Students call or email/write the person to schedule an interview. Compare/contrast with the paths of Jay Gatsby. Assessment: Students generate a thesis of the American Dream and draft an essay based on the paths the two individuals took towards the dream, the obstacles they faced, and the emotions they experienced in their respective quests toward the American Dream.</p> <ul style="list-style-type: none"> <li>• <u>Honors</u> While reading <u>Catcher in the Rye</u>, students research the allusion made to the Robert Burns poem "Comin thro' the Rye" and compare the original Scottish version with the modern English translation. Assessment: Student's comparison reveals comprehension of the poem and application of the poem content to the novel as a whole.</li> <li>• <u>Honors</u> Early in the reading of <u>Catcher in the Rye</u>, students complete a close analysis of the writing style of JD Salinger by selecting a passage and identifying at least 4 stylistic patterns such as vividness of description, stream of consciousness technique, use of very short paragraphs, and qualifiers ("If you really want to know about me..."). Assessment: Students choose a passage from a favorite outside reading novel and rewrite the passage in "Holden Speak" as if</li> </ul>

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			<p>Holden Caulfield were the speaker. Both passages are typed, and a one page reflection paper explains the student's rewrite process and the identifiable JD Salinger's stylistics.</p> <ul style="list-style-type: none"> <li>• <u>Honors</u> Students research an allusion made by an author in an American literature text. Students identify the allusion and provide the title, author, and a brief plot summary of the work the allusion refers to. Students explain the connection between the allusion/reference to the outside work and the current text. Students relate the allusion to the novel by interpreting the new twist or separate meaning provided through the use of the literary allusion. Assessment: Students arrange the information of their interpretation and evaluation of the use and function of the literary allusion on a poster, or in an essay format.</li> <li>• <u>Honors</u> Before a final test on a novel or unit of short stories, students anticipate test questions using Bloom's taxonomy in a jigsaw lesson. First, students in six groups (4-5 students per group) are assigned to one of the 6 levels of comprehension in Bloom's Taxonomy (knowledge, comprehension, and so on). Next, each student leaves their first Bloom's group to meet in a heterogeneous group where each student will describe their comprehension level as an "expert." Students in these heterogeneous groups prepare 24 questions, with an answer key on a separate sheet of paper. Students create</li> </ul>

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			a combination of true/false, multiple choice, and short answer questions on each of the six Bloom's levels (4 questions per level). Assessment: Students meet in pairs to take each others' tests. Students grade each other's assessments.

Suggested days of Instruction 180-onging	Curriculum Management System	Topic: Literary Elements	
	Grade Level/Subject: 10 <sup>th</sup> Grade/Language Arts II	Goal 3: The student will understand how authors use literary elements and devices to communicate messages and manipulate language.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
	<p>3.1 Identify and define the following literary elements in the works read: (3.1.10.D.2-3) (3.1.10.G.11)</p> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Main Idea</li> <li>• Supporting Details</li> <li>• Characterization</li> <li>• Point of View</li> <li>• Mood</li> <li>• Setting</li> </ul> <p><i>*The student will be able to investigate social and political settings related to American Literature.</i></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Rhythm</li> <li>• Meter</li> <li>• Rhyme</li> <li>• Dialogue</li> <li>• Style</li> <li>• Tone</li> </ul> <p><i>*The student will be able to differentiate between mood and tone of a work.</i></p> <ul style="list-style-type: none"> <li>• Voice</li> </ul>	<ul style="list-style-type: none"> <li>• How is poetry the “window to the soul?”</li> <li>• Does American Literature have one central theme that could define the country as a whole?</li> <li>• How would you characterize your own voice as a writer?</li> <li>• How is the author’s attitude about a subject crucial to understanding the work?</li> </ul>	<ul style="list-style-type: none"> <li>• After reading “In Another Country” and “A Worn Path” write the story in a different point of view from the original and compare what is gained and lost from the new translation. Assessment: Teacher evaluation of how well students are able to translate the writings into different points of view.</li> <li>• In small groups, analyze different poets’ views of poetry. Then, stage a round-table discussion on the issue “What is poetry?” Each group member should take a poet’s position to develop a central argument of your view, include logical appeals based on examples, and incorporate emotional appeals, such as a poem’s impact on you or others. Assessment: Group discussion using predetermined rubric for essential points.</li> <li>• After reading “The Life You Save May Be Your Own” have students make word webs for each character. On the web’s rays, students should write down physical characteristics and personality traits. Students will discuss the characters with partners, identifying what makes each character grotesque. Assessment: Teacher evaluation of webs.</li> <li>• Have students read “The Brown Chest” by Updike. Have students discuss the effect of the long sentences. Have them experiment with breaking some of the sentences down into shorter ones. Have students compare</li> </ul>

Suggested days of Instruction 180-onging	Curriculum Management System	Topic: Literary Elements	
	Grade Level/Subject: 10 <sup>th</sup> Grade/Language Arts II	Goal 3: The student will understand how authors use literary elements and devices to communicate messages and manipulate language.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			<p>the original with the rewritten sentences. Which effect is preferred? Why? Assessment: Class discussion.</p> <ul style="list-style-type: none"> <li>• <u>Honors</u> Students define tone and mood. Model and discuss as a class one text example from the current novel that demonstrates tone (author's attitude about the topic) and another that clearly depicts mood (atmosphere or feeling). Arrange students in groups to select 2-3 passages from the novel that reveal tone and mood. Assessment: On the board, students share one of their selected passages revealing their analysis of tone or mood. Using a chart such as Venn diagram, students reveal the overlapping possibility of tone and mood in a few of the passages on the board.</li> <li>• <u>Honors</u> Character collage. Students skim text for information about a character and complete a four part character map that records specific quotes and page #s of chosen character's dialog, actions, feelings, and appearance. Students meet in small groups based on their choice of characters to share character maps and plan a poster which depicts the essence of that character. Assessment: Using large butcher sheets of paper, markers, and old magazines, students in small groups create a creative character collage including the character's name, images that depict his or her appearance and a setting/event they frequent in the novel, one quotes of dialog, and one quote that includes a description of</li> </ul>

Suggested days of Instruction 180-onging	Curriculum Management System	Topic: Literary Elements	
	Grade Level/Subject: 10 <sup>th</sup> Grade/Language Arts II	Goal 3: The student will understand how authors use literary elements and devices to communicate messages and manipulate language.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			<p>the character from the novel.</p> <ul style="list-style-type: none"> <li>• <u>Honors</u> During the reading of <u>Huckleberry Finn</u> or <u>To Kill a Mockingbird</u>, students research and analyze idiomatic expressions, local color, and phrases of regional dialogue. Arrange students into groups of 3-4. Each group must locate 5-10 idiomatic or regional expressions ("Hit the books," "he ain't fit to save Pete"). Students research 1) the meaning of the phrase in plain/modern language, 2) the region of the US it is/was popularly used, 3) the time period including historical and social setting; 4) the character traits and role of the speaker in the novel; 5) the author's purpose based on research. Assessment: Students develop a thesis about the social issues revealed by a choice of 2 idioms or regional phrases. Students write an expository essay which will uncover the historical/social issues and modern language interpretation revealed by the idiom/dialog.</li> <li>• <u>Honors</u> While reading <u>The Scarlet Letter</u> or <u>The Great Gatsby</u>, students find examples in the novel of the juxtaposition of settings, scenes, and other story details. For example, East Egg vs. West Egg, character/home of Gatsby vs. that of Nick Carraway. In <i>The Scarlet Letter</i>, supernatural vs. reality, light vs. dark imagery, forest vs. marketplace. Students develop an awareness and appreciation of the contrasts, and uncover the more obscure connections made by the technique.</li> </ul>

Suggested days of Instruction 180-onging	Curriculum Management System	Topic: Literary Elements	
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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			<p>Assessment: Students write a thesis which conceptualizes author's purpose and intended message to the reader by the juxtaposition of settings and events in an essay using the analysis of two chosen passages from the novel that reveal juxtaposition.</p> <ul style="list-style-type: none"> <li>• <u>Honors</u> During the reading of a novel or short story, students discuss connotations of certain words and identify author's tone in a selected passage. Students break into small groups and are assigned to certain sections of a chapter or story. Students rewrite the passage using different words to reveal different tones such as angry, sympathetic, satirical, etc. Assessment: Students in groups read their passages aloud and discuss what they think the original intended tone of a given passage is and why. Students then discuss with the class how the initial impressions of the character and/or the author's attitude toward him or her changed as a result of the different wording.</li> <li>• <u>Honors</u> During or after reading a novel, students role play that they are dining at a Chinese restaurant with the main characters from a novel. Students create fortune cookies that would be especially fitting to each of the main characters based on the characterization provided in the novel. Students choose the most effective and creative method to present each character's fortunes to the class and explain why the fortune was perfect for each character in</li> </ul>

Suggested days of Instruction 180-onging	Curriculum Management System	Topic: Literary Elements	
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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			<p>terms of their personality, physical description, and role in the novel.</p> <ul style="list-style-type: none"> <li>• <u>Honors</u> During the reading of a novel or play, students are placed in groups to focus on one of the following literary elements: theme, conflict, symbol, characterization, setting, or style. Students in these groups select three passages which define the literary element. Assessment: Students present one of their quotes to the class. Student volunteers are asked to determine which element is illustrated with the quote. Students clarify by explaining how the quote reflects theme, conflict, symbol, characterization, setting, or style.</li> <li>• <u>Honors</u> Students identify all of the major plot elements (conflict, rising action, climax, and falling action) in a novel or short story and generate a list of themes transmitted by these events. Students meet in expert groups based on theme and skim the text for supporting quotes. Students select at least ten words from the novel which describe, suggest, or support the theme (injure, prosecute, tolerance). Students create an interrelated semantic network of language placing the words on post-its on a large sheet of posterboard or butcher paper. Students in groups vote for the one word which most clearly expresses their group's central theme, place that word in the center of a web, and locate quotes and details from the novel which support that theme. Students share work on theme and</li> </ul>



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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			<p>language using a gallery walk. Assessment: Class participation and semantic webs.</p> <ul style="list-style-type: none"> <li>• <u>Honors</u> Students hold a fishbowl discussion focusing on symbols in our world and in literature. (Fishbowl: Students are arranged in groups of 8-10: 4-5 students sit in a small circle inside the “fishbowl.” The other 4-5 students sit outside the circle, listening in on the discussion.) Topic inside the fishbowl: Discuss examples of symbols in our world and define the literal and abstract meanings of each symbol in our world. After 5 minutes, the students swap seats inside/outside the fishbowl. Next fishbowl topic: Students transfer symbolic thinking to the current novel’s symbols and discuss the literal and abstract meanings of each symbol in the novel. Finally, the group reconfigures one last time as one large circle of 8-10 to discuss the use symbols in books and in our world, and evaluate whether or not they are a powerful literary device or metaphor for larger issues in our world. What issues and hidden meanings in society are being emphasized or satirized by these symbols? What is the intended message and why is it obscured through symbolism? What are the cultural origins of symbol? Develop new symbols for a big ideas in our school (increasing violence, how behavior is affected by peer pressure). Assessment: Class participation.</li> </ul>

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Writing Forms	
	Grade Level/Subject: 10 <sup>th</sup> Grade/Language Arts II	Goal 4: The student will communicate ideas in various modes of discourse and critically analyze his/her work.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
	<p>4.1 Write in the following formats: (3.2.10.A.1-7) (3.2.10.B.1-9) (3.2.10.D.1-3)</p> <ul style="list-style-type: none"> <li>• Essay</li> <li>• Narrative</li> <li>• Expository</li> <li>• Persuasive</li> <li>• Review/Critique</li> <li>• Poetry</li> <li>• Speech</li> <li>• Research Paper</li> </ul> <p><i>*The student will be able to use the appropriate form and purpose for different writing situations.</i></p> <p><i>*The student will be able to continue to use the writing process effectively: brainstorming, drafting, revising for content and organization, and editing for grammar, usage, syntax, and mechanics.</i></p>	<ul style="list-style-type: none"> <li>• Why is it important to research different materials?</li> <li>• Are thoughts on paper stronger than spoken words?</li> <li>• In which aspects of life are persuasive techniques employable?</li> </ul>	<ul style="list-style-type: none"> <li>• Read the poems by Stevens, Moore, and MacLeish. Compare and contrast the ideas and determine an organizing principle to develop into an essay. Assessment: Teacher evaluation of writing using predetermined rubric.</li> <li>• Write and narrate a sequel to Welty's "A Worn Path" that describes what happens when Phoenix Jackson gets home. Use these questions to guide you: Is Phoenix's grandson alive, Is anyone else present, What does Phoenix feel and do, and How will your story end? Assessment: Oral presentation of story to the class.</li> <li>• Read Frost's poems, and make notes about his style and themes. Select the characteristics you will address, and identify poems to cite. Sketch out a table of contents of how to classify each poem based either on the theme or the style. Assessment: Teacher evaluation of project using predetermined rubric.</li> <li>• Develop and deliver a campaign speech in which a young Zora Neal Hurston hopes to persuade her classmates to elect her as class president. Include details that reveal Zora's self-image and portray her character. Use the following as guidelines: Review the reading selection to identify Zora's qualities, Outline her accomplishments, and Discuss goals that will benefit the class. Assessment: Presentation of speech to the</li> </ul>

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Writing Forms	
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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			<p>class.</p> <ul style="list-style-type: none"> <li>Using text and graphics, design a series of posters that depict the variety of cultural contributions made by African Americans during the 1920's. Include a range of mediums, such as literature, art, drama, and music. Display the posters for classmates. Assessment: Teacher evaluation of the research process. Teacher evaluation of final research product using predetermined rubric.</li> <li><u>Honors</u> During or after reading a novel, discuss themes with students as revealed by one selected passage. Release students to a small group where they locate 3-4 passages that reveal the same and other themes. Return as a whole class and generate a list of 5-7 themes. Based on interest, students choose one of the themes from the novel to track in a thematic log throughout the remainder of the novel. Assessment: Students prepare a thematic essay using 3-5 of the quotes from their log. In the essay, students explore the universal messages of themes. What issues, topics, ideas, or concepts in our world today does the theme relate to? What is the author's intended message about humanity and the human condition?</li> <li><u>Honors</u> Before reading a major literary canon, such as <u>The Scarlet Letter</u>, students research in the Media Center using the Gale and Ebsco literature databases to select a piece of scholarly criticism on the author's</li> </ul>

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			<p>use of characterization, symbolism, authorial intrusions or any stylistic of the author. Students read and summarize the main idea of criticism, evaluate the critic's evidence to support their critique, and analyze the critic's style of language (objective, inflammatory, sarcastic). Students annotate their chosen criticism accordingly. Students make predictions and save all notes. Assessment: After reading the novel, students revisit their piece of scholarly criticism and write a response essay comparing the impact the criticism had on their thoughts before and after reading. Which of the critic's points did they agree with? Why/why not? How did perspective change after reading the work?</p> <ul style="list-style-type: none"> <li>After reading <u>A Separate Peace</u>, <u>To Kill a Mockingbird</u>, or <u>Of Mice and Men</u>, students work together to make a list of all the reasons the book should be censored. Next to each reason, students select a quote and describe the exact section which is censorable for that reason (language, sex, racism, prejudice, violence, criticism of religion and/or government). Assessment: Write a properly addressed business letter to the book's author, publisher, editor of a major newspaper or the school board explaining why this book should or should not be censored. Students in favor of censorship explain the offensive elements from their lists. Students against censorship explain why people should read the book.</li> <li><u>Honors</u> Students retain a writing portfolio of</li> </ul>

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			<p>their graded essays throughout the school year that is kept in the classroom. After each essay is returned, students are given time to reflect and record strengths, weaknesses, and list 1-2 goals for improvement on a reflection sheet. Assessment: At the end of the year, students choose one of their essays to rewrite as their masterpiece, targeting weaknesses identified throughout the year and integrating the student's goals and strengths as a writer.</p> <ul style="list-style-type: none"> <li>• <u>Honors</u> After reading <u>Catcher in the Rye</u> or similar young adult novel, students set up a two week journal in which they record all of their observations, thoughts, feelings, struggles, dialogues with other people, and/or internal monologues which explore the stream of consciousness style. Students review their 14 journals from the two weeks and identify five items that are representative of their personality and/or community or a combination of the two. Assessment: Students write a letter to a future generation describing themselves, their personality and struggles, and why each item was an important part of life in their time.</li> <li>• <u>Honors</u> After reading <u>The Great Gatsby</u>, students skim parts of the novel and complete additional research of the 1920s on types of food, clothing, music, hairstyles, jewelry, and dances. Based on interest, students study one aspect of the 1920s to</li> </ul>

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			<p>contribute towards a Socialite Party to be held as a culminating event. For example, students demonstrate and teach the Charleston dance, other students provide illustrations, pictures or actual flapper gowns and/or the list of materials and approximate cost. Assessment: Students prepare an informative visual and share their research on the 1920s with the class.</p> <ul style="list-style-type: none"> <li>• <u>Honors</u> After reading a novel, students artistically synthesize and arrange all of the information through an artistic/spatial mode. Students view the Tony Buzan mind mapping video from his website. Students create a mind map. Assessment: Create a mandala or mind map with multiple levels to connect different aspects of the novel, including its historical time and place, cultural views, characters, conflicts, main ideas, and themes.</li> <li>• <u>Honors</u> During or after reading a novel, students work in trios to choose a poem that is thematically related to a play, short story or novel. Assessment: Students prepare handouts of the chosen poem plus 5 discussion questions which guide their peers towards making a meaningful connection between the text and the poem.</li> <li>• <u>Honors</u> Students choose a significant character and event from a novel and give him or her a second chance, such as Janie from <u>Their Eyes Were Watching God</u> or Huck from <u>Huckleberry Finn</u>. Students construct a schematic of choices and</li> </ul>

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			alternatives, exploring how an event would change if the certain character had made a different decision earlier in the story or if they lived in a different time period, or if they were male or female. Assessment: Essays reveal logical alternative(s), cause and effect reasoning, and supporting details from the text about the character, events, and historical context.

Suggested days of Instruction 180-ongoing	Curriculum Management System	Topic: Elements of Composition and Modes of Discourse	
	Grade Level/Subject: 10 <sup>th</sup> Grade/Language Arts II	Goal 5: The student will compose a variety of written responses for different purposes and audiences using a process approach.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
	<p>5.1 Use the following techniques in writing assignments: (3.2.10.B.2-7) (3.2.10.C.4)</p> <ul style="list-style-type: none"> <li>• Transitions</li> <li>• Dialogue</li> <li>• Style</li> <li>• Voice</li> <li>• Tone</li> <li>• Simile</li> <li>• Metaphor</li> </ul> <p><i>*The student will be able to include similes and metaphors in his/her writing.</i></p>	<ul style="list-style-type: none"> <li>• How do these different literary techniques allow us to communicate without always directly saying what we mean?</li> <li>• Why is style important in order to distinguish individuality?</li> </ul>	<ul style="list-style-type: none"> <li>• Create a collection of poems on a topic, such as sports or nature, that focus on a guiding question. Use print and online poetry reference sources to locate appropriate poems. Include an introduction that explains how the poems relate to one another. Assessment: Presentation of poems and class discussion.</li> <li>• With a partner, conduct a role play of Thurber and White, discussing their essays in the offices of <i>The New Yorker</i>. Constructively criticize each other's work considering the following: What makes their essays funny, In what ways are they similar, In what ways do they differ, and What would you add or change? Assessment: Presentation of role plays and class evaluation.</li> <li>• In groups, students will research a particular facet of the roaring 1920's (music, literature, sports, political climate, dance, etc.) and create a newspaper based on the findings. Assessment: Writing an article in the appropriate style for each topic using predetermined rubric.</li> <li>• <u>Honors</u> After reading a memoir such as Maxine Hong Kingston's <i>The Woman Warrior</i>, students plot the story events on a plot triangle. Students then generate ideas for their own family memoir. Students develop 20 questions and interview an older person such as a grandparent, parent,</li> </ul>



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			<p>aunt/uncle about memorable early life experiences (did you ever...learn to ride a bike, have a club house, attend a carnival, share special family traditions, etc.). They may also choose to take a personal photo of themselves as a child and recreate the specifics of that memory. Students develop the character's voice and perspective from their interview or photo, embellishing the story with similes, metaphors, and flashback to add dramatic effect. Assessment: Students write a creative memoir, in 1<sup>st</sup> or 3<sup>rd</sup> person, based on the photo or factual account and using the elements of plot.</p> <ul style="list-style-type: none"> <li>• <u>Honors</u> After reading Ben Franklin's <u>Autobiography</u> and Poor Richard's <u>Almanack</u>, as well as a work grounded in Puritan culture such as <u>The Scarlet Letter</u> or <u>The Crucible</u>, students create a schematic in which they compare Puritan values to 18<sup>th</sup> century values in terms of education, religion, work/career, family/friends, entertainment, and health. Students then add a third column to explain where their own views fall on these aspects of life. Assessment: Students write an essay in which they explore the origins of their modern American views on education, religion, work/career, family/friends, entertainment, and health, citing aphorisms and practical advice gleaned from the early American moralists.</li> <li>• <u>Honors</u> After reading a poem, play, novel, or short story, students go to the Media Center</li> </ul>

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			<p>to peruse art books and art websites in order to make a selection of a work of fine art that depicts or reflects the literature. Assessment: Students write a two page expository essay explaining the aesthetic relationship between the artwork and the piece of literature read.</p> <ul style="list-style-type: none"> <li>• <u>Honors</u> Students choose a favorite character from American literature. Students invite that character to dinner at their house, explaining why they chose that character above the others. Students select three to five other characters from other books with which the favorite character would enjoy dining and the probable topics they would explore during the meal. Assessment: Students write a letter to their parent/guardian explaining to them that they have invited several friends for dinner. Describe the people who will be coming, include a few dos and don'ts for parents/guardians to follow so that the guests will feel at home. Extension: Students provide the conversation that would ensue during the dinner party among the guests.</li> <li>• <u>Honors</u> During or after reading of any novel, such as <u>Huckleberry Finn</u>, students select a scene to draft into script form and reenact for the class. Assessment: Students write a new script, or produce a video, set in modern times which parallels the events from the original scene and which illustrates the similarities between the social concerns of the story's time and those of today's</li> </ul>

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			<p>society. Students perform for the class or play the video and hand in the script.</p> <ul style="list-style-type: none"> <li>• <u>Honors</u> The teacher brings in 10-12 magazine pictures of two people in a dialogue in various settings. (Students may also provide the pictures.) Introduce the activity by talking about the importance of dialogue in establishing character and developing plot. Teacher distributes one picture to each pair of students. Students analyze the people in the picture, extract setting details, and develop a logical conversation. Assessment: Students draft a dialogue and perform the conversation for the class.</li> <li>• <u>Honors</u> Teacher provides a list of 25 specific objects and products (Nike running shoes, asbestos gloves, peppermint patties), and then a list of 25 groups of specific people or groups (Petal Pushers Garden Club of Blossom City, Indiana, Speed Kings Motorcycle Group of Loma Linda, California). Students are placed in groups of four to six members. Each group is to consider itself a “company” that sells items. Each company chooses two numbers from 1 to 25 (that correspond to teacher lists of objects and people). The first number will assign the students to what object their company must sell. The second number will assign what people or group to whom the student groups must sell the object. Groups discuss selling qualities of the item and the uses that the item would have for the target</li> </ul>

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	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's)  The student will be able to:	Essential Questions Summative Assessment	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Formative Assessment Model
			<p>group. Assessment: Students compose a professional brochure, including an paragraphical ad, graphics, and an appropriate slogan, designed to persuade the target group to buy the item.</p> <ul style="list-style-type: none"> <li>• <u>Honors</u> As an exercise to sensitize students to voice and tone in narratives, students select a local problem on which there is divided opinion (school, community, environmental, political). Students write two descriptive and well supported paragraphs on the same subject – one as the angry critic and one as the satisfied supporter. Students meet in pairs and read each other's work. Students analyze the differences in word choice and language. Assessment: Peer editing and essay.</li> </ul>

## **Speaking, Listening, Viewing/Media Literacy**

### **CCCS 3.3: Speaking**

#### **A. Discussion**

1. Support a position integrating multiple perspectives.
2. Support, modify, or refute a position in small or large-group discussions.
3. Assume leadership roles in student-directed discussions, projects, and forums.
4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.

#### **B. Questioning (Inquiry) and Contributing**

1. Ask prepared and follow-up questions in interviews and other discussions.
2. Extend peer contributions by elaboration and illustration.
3. Analyze, evaluate, and modify group processes.
4. Select and discuss literary passages that reveal character, develop theme, and illustrate literary elements.
5. Question critically the position or viewpoint of an author.
6. Respond to audience questions by providing clarification, illustration, definition, and elaboration.
7. Participate actively in panel discussions, symposiums, and/or business meeting formats (e.g., explore a question and consider perspectives).

#### **C. Word Choice**

1. Modulate tone and clarify thoughts through word choice.
2. Improve word choice by focusing on rhetorical devices (e.g., puns, parallelism, allusion, alliteration).

#### **D. Oral Presentation**

1. Speak for a variety of purposes (e.g., persuasion, information, entertainment, literary interpretation, dramatization, personal expression).
2. Use a variety of organizational strategies (e.g., focusing idea, attention getters, clinchers, repetition, transition words).
3. Demonstrate effective delivery strategies (e.g., eye contact, body language, volume, intonation, articulation) when speaking.
4. Edit drafts of speeches independently and in peer discussions.
5. Modify oral communications through sensing audience confusion, and make impromptu revisions in oral presentation (e.g., summarizing, restating, adding illustrations/details).
6. Use a rubric to self-assess and improve oral presentations.

## **CCCS 3.4: Listening**

### **A. Active Listening**

1. Explore and reflect on ideas while hearing and focusing attentively.
2. Listen skillfully to distinguish emotive and persuasive rhetoric.
3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.

### **B. Listening Comprehension**

1. Listen to summarize, make judgments, and evaluate.
2. Evaluate the credibility of a speaker.
3. Determine when propaganda and argument are used in oral forms.
4. Listen and respond appropriately to a debate.

## **CCCS 3.5: Viewing/Media Literacy**

### **A. Constructing Meaning from Media**

1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world.
2. Identify and evaluate how a media product expresses the values of the culture that produced it.
3. Identify and select media forms appropriate for the viewer's purpose.

### **B. Visual and Verbal Messages**

1. Analyze media for stereotyping (e.g., gender, ethnicity).
2. Compare and contrast three or more media sources.

### **C. Living with Media**

1. Use print and electronic media texts to explore human relationships, new ideas, and aspects of culture (e.g., racial prejudice, dating, marriage, family, and social institutions).
2. Determine influences on news media based on existing political, historical, economical, and social contexts (e.g., importance of audience feedback).
3. Recognize that creators of media and performances use a number of forms, techniques, and technologies to convey their messages.

## **Suggested Titles for Language Arts II**

1. The Crucible by Arthur Miller
2. Scarlet Letter by Nathaniel Hawthorne (Honors)
3. Sea of Grass by Conrad Richter
4. To Kill A Mockingbird by Harper Lee
5. The Great Gatsby by F. Scott Fitzgerald (Honors)
6. The Adventures of Huckleberry Finn by Mark Twain  
(Honors)
7. A Raisin In The Sun by Lorraine Hansberry
8. The Glass Menagerie by Tennessee Williams
9. A Streetcar Named Desire by Tennessee Williams
10. Death of a Salesman by Arthur Miller
11. Catcher in the Rye by JD Salinger
12. Cold Sassy Tree by Olive Ann Burns (Honors)
13. The Pearl by John Steinbeck
14. Ramona by Helen Hunt Jackson
15. A Connecticut Yankee in King Arthur's Court by Mark Twain
16. Inherit the Wind by Jerome Lawrence and Robert E. Lee
17. Pudd'nhead Wilson by Mark Twain
18. Their Eyes Were Watching God by Zora Neale Hurston  
(Honors)
19. Of Mice and Men by John Steinbeck
20. The Grapes of Wrath by John Steinbeck (Honors)
21. Native Son by Richard Wright
22. A Yellow Raft in Blue Water by Michael Dorris (Honors)
23. Vocabulary Workshop Level E
24. The American Experience Prentice Hall Literature  
Textbook

(H) Recommended for Honors

\*other works of equal merit

# Writing

New Jersey Registered Holistic Scoring Rubric - GEPA/HSPA - p. 23

In Scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
<b>Content &amp; Organization</b> (see below)	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>May lack opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>Generally has opening and/or closing</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> </ul>	<ul style="list-style-type: none"> <li>Opening and closing</li> </ul>
.	<ul style="list-style-type: none"> <li>Minimal response to topic; uncertain focus</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to focus</li> <li>May drift or shift focus</li> </ul>	<ul style="list-style-type: none"> <li>Usually has single focus</li> </ul>	<ul style="list-style-type: none"> <li>Single focus</li> </ul>	<ul style="list-style-type: none"> <li>Single focus</li> <li>Sense of unity and coherence</li> <li>Key ideas developed</li> </ul>	<ul style="list-style-type: none"> <li>Single, distinct focus</li> <li>Unified and coherent</li> <li>Well-developed</li> </ul>
.	<ul style="list-style-type: none"> <li>No planning evident; disorganized</li> </ul>	<ul style="list-style-type: none"> <li>Attempts organization</li> <li>Few, if any, transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Some lapses or flaws in organization</li> <li>May lack some transitions between ideas</li> </ul>	<ul style="list-style-type: none"> <li>Ideas loosely connected</li> <li>Transition evident</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Moderately fluent</li> <li>Attempts compositional risks</li> </ul>	<ul style="list-style-type: none"> <li>Logical progression of ideas</li> <li>Fluent, cohesive</li> <li>Compositional risks successful</li> </ul>
.	<ul style="list-style-type: none"> <li>Details random, inappropriate, or barely apparent</li> </ul>	<ul style="list-style-type: none"> <li>Details lack elaboration, i.e., highlight paper</li> </ul>	<ul style="list-style-type: none"> <li>Repetitious details</li> <li>Several unelaborated details</li> </ul>	<ul style="list-style-type: none"> <li>Uneven development of details</li> </ul>	<ul style="list-style-type: none"> <li>Details appropriate and varied</li> </ul>	<ul style="list-style-type: none"> <li>Details effective, vivid, explicit, and/or pertinent</li> </ul>
<b>Usage</b> (see below)	<ul style="list-style-type: none"> <li>No apparent control</li> <li>Severe/ numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Errors/ patterns of errors may be evident</li> </ul>	<ul style="list-style-type: none"> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>
<b>Sentence Construction</b> (see below)	<ul style="list-style-type: none"> <li>Assortment of incomplete and/or incorrect sentences</li> </ul>	<ul style="list-style-type: none"> <li>Excessive monotony/ same structure</li> <li>Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>Little variety in syntax</li> <li>Some errors</li> </ul>	<ul style="list-style-type: none"> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>
<b>Mechanics</b> (see below)	<ul style="list-style-type: none"> <li>Errors so severe they detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Numerous serious errors</li> </ul>	<ul style="list-style-type: none"> <li>Patterns of errors evident</li> </ul>	<ul style="list-style-type: none"> <li>No consistent pattern of errors</li> <li>Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>Few errors</li> </ul>	<ul style="list-style-type: none"> <li>Very few, if any, errors</li> </ul>



Content & Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> <li>• Communicates intended message to intended audience</li> <li>• Relates to topic</li> <li>• Opening and closing</li> <li>• Focused</li> <li>• Logical progression of ideas</li> <li>• Transitions</li> <li>• Appropriate details and information</li> </ul>	<ul style="list-style-type: none"> <li>• Tense formation</li> <li>• Subject-verb agreement</li> <li>• Pronouns usage/agreement</li> <li>• Word choice/meaning</li> <li>• Proper modifiers</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of type, structure, and length</li> <li>• Correct construction</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Capitalization</li> <li>• Punctuation</li> </ul>