I. **RATIONALE, DESCRIPTION AND PURPOSE**

In keeping with the New Jersey Student Learning Standards, this curriculum will fulfill New Jersey State guidelines for tenth grade Language Arts requirements.

The formal study of language and literature derives from and enhances our understanding of human communication in all of its expressions. The English curriculum of Westfield High School seeks to develop the student’s critical and creative consciousness through reading, writing, speaking, listening, and viewing. We place our emphasis on learning as a dynamic process so that the skills practiced in high school continue to empower students as lifetime learners and as thinking, compassionate citizens of the global community. We seek to study language in a variety of genres and perspectives. To these ends, this curriculum stresses critical thinking, problem solving, personal expression, cooperative learning, research and technological skills, awareness of diversity, and respect for the human voice in its many and varied expressions.

Perspectives in British Commonwealth Language and Literature is the required sophomore English course. The main aim of the course is to explore the power of language and the commonality of human experience through a comparative study of written and oral expression. English II builds on the English I curriculum, which focuses on forging independent identities of a personal and cultural nature and on the fundamental elements of literature and composition. English II broadens the scope of English I to include a wider variety of literary genres and to examine more closely authors’ language, techniques, and styles. The texts studied in this course draw heavily from the literature of the former and existing nations of the British Commonwealth. The course emphasizes the use of language; authors’ approaches to subject and genre; thematic connections spanning temporal, social,
national, and cultural distances; and growth from the personal perspective to the universal one. The study of literature is complemented by an emphasis on the writing process to develop skills in expository prose, personal, narrative, and research-based writing. Students also develop an extended understanding of the contextual use of grammar and vocabulary. Incorporating a variety of pedagogical approaches, the course provides experience in all forms of communication: reading, writing, speaking, listening, and viewing.

II. OBJECTIVES

The following objectives are aligned with the New Jersey Student Learning Standards for: English Language Arts, Social Studies (6.3), 21st-Century Life and Career Skills (Standard 9.1), Technology (Standards 8.1 and 8.2); and the New Jersey Competencies for Social and Emotional Learning.

A. Through a variety of reading experiences, using an inquiry-based approach to world literature, students:

1. Examine and investigate the many voices which comprise the literary tradition of the British Commonwealth, ranging from its most ancient texts through the modern day
   
   - NJ Student Learning Standards for English Language Arts RL9-10.1,2,3,6,10; RI9-10.1,2,3,6,10
   - NJ Student Learning Standards for Social Studies 6.3
   - NJ Student Learning Standards for Technology 8.1
   - NJ Student Learning Standards for 21st-Century Life and Careers 9.1
   - NJ Competencies for Social and Emotional Learning

   Social-Awareness: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

2. Analyze and evaluate works representative of major movements and styles in the British literary tradition, including ancient, medieval, Renaissance, Victorian, Modern, and/or Post-Modern literature

   - NJ Student Learning Standards for English Language Arts RL9-10.5,6,7,10; RI9-10.3,5,6,7,10
   - NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   - NJ Competencies for Social and Emotional Learning

   Social-Awareness: demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds

3. Develop annotation strategies that encourage an awareness of, and connection to, more abstract concepts from the text

   - NJ Student Learning Standards for English Language Arts RL9-10.3,4; RI9-10.3,4; L9-10.4
   - NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   - NJ Competencies for Social and Emotional Learning

   Self-Management: recognize the skills needed to establish and achieve personal and educational goals
   Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
4. Analyze and evaluate an author's message about significant themes (e.g. heroism, leadership, social justice, relationships, and human nature)
NJ Student Learning Standards for English Language Arts RL9-10.1,2,3,5; L9-10.5
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
   Self-Awareness: recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
   Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings.

5. Develop increased independence in identifying and analyzing the elements of theme, plot, structure, setting, symbols, characterization, tone, and how they individually and/or collectively pertain to the author’s purpose
NJ Student Learning Standards for English Language Arts RL9-10.1,2,4,5,6; RI9-10.4,5,6
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
New Jersey Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals

6. Compare and contrast the representations of different themes, literary devices and archetypal styles between two texts of different genres or media
NJ Student Learning Standards for English Language Arts RL9-10.7,9
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
   Self-Awareness: recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
   Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings.

7. Identify, analyze and evaluate an author's stylistic techniques (e.g. tone, diction, purpose, mood, connotation, and other nuances of language) as they pertain to the purpose and the work's effectiveness
NJ Student Learning Standards for English Language Arts RL9-10.5,6; RI9-10.5,6; L9-10.3,5
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
   Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others

8. Examine the relationship between the elements of literature and those of other art forms, such as film, music, and artwork
NJ Student Learning Standards for English Language Arts RL9-10.7, RI9-10.7
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals
B. Through a variety of **writing experiences**, such as argumentative and expository essays, personal narratives, journals, reading and learning logs, in-class writing, research-based writing and other forms, students:

1. **Build on previously established process writing skills by practicing brainstorming/pre-writing, drafting, revising, editing and reflecting across a variety of writing forms and styles**
   
   NJ Student Learning Standards for English Language Arts W.9-10.1,2,4,5; L.9-10.1,2,3
   
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   
   NJ Competencies for Social and Emotional Learning
   
   **Self-Awareness:** recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
   
   **Self-Management:** recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

2. **Vary tone, diction, purpose, mood, connotation, and other nuances of language across a variety of written forms**
   
   NJ Student Learning Standards for English Language Arts W.9-10.2,3,4,10; L.9-10.1,2
   
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   
   NJ Competencies for Social and Emotional Learning
   
   **Responsible Decision Making:** identify the consequences associated with one’s actions in order to make constructive choices

3. **Build on previously established skills to construct increasingly clear, cogent, analytical paragraphs and multi-paragraph essays**
   
   NJ Student Learning Standards for English Language Arts W.9-10.1,2,3; L.9-10.1,2
   
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   
   NJ Competencies for Social and Emotional Learning
   
   **Self-Management:** recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

4. **Write introductions that are engaging, clear and relevant to the controlling purpose of the thesis**
   
   NJ Student Learning Standards for English Language Arts W.9-10.1,2,4
   
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   
   NJ Competencies for Social and Emotional Learning
   
   **Self-Management:** recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

5. **Compose a unifying thesis statement, which diverts from the tri-part formula, in response to an analytical prompt**
   
   NJ Student Learning Standards for English Language Arts W.9-10.1,4,5
   
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   
   NJ Competencies for Social and Emotional Learning
   
   **Self-Management:** recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

6. **Compose body paragraphs that support a cohesive thesis (e.g. tri-part or implied) using specific and appropriate textual evidence**
   
   NJ Student Learning Standards for English Language Arts W.9-10.1,2
   
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   
   NJ Competencies for Social and Emotional Learning
   
   **Self-Management:** recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
7. Demonstrate logical and fluid organization through the use of transitional words and phrases both between and within paragraphs  
NJ Student Learning Standards for English Language Arts W9-10.4; L9-10.3  
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1  
NJ Competencies for Social and Emotional Learning  
Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
8. Select appropriate textual evidence and smoothly incorporate it into an argument or exposition  
NJ Student Learning Standards for English Language Arts W.9-10.1,2,4,8,9,10  
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1  
NJ Competencies for Social and Emotional Learning  
Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
9. Develop conclusions that demonstrate the significance of an argument or exposition  
New Jersey Student Learning Standards for English Language Arts W.9-10.1,2,3; L.9-10.1,2  
New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1  
NJ Competencies for Social and Emotional Learning  
Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
10. Develop increased variety in vocabulary, and increased awareness of grammatical conventions (e.g. sentence structure to fit purpose and audience needs)  
NJ Student Learning Standards for English Language Arts W.9-10,1,2,3,5; L.9-10.1,2,3,6  
New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1  
NJ Competencies for Social and Emotional Learning  
Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals  
Relationship Skills: utilize positive communication and social skills to interact effectively with others  
Self-Awareness: recognize one’s personal traits, strengths and limitations
11. Use teacher-provided checklists and reflection questions for peer- and self-revision; evaluate process (e.g. brainstorming/ pre-writing, drafting, revising, editing and polishing) and product; use self-reflection to improve techniques on subsequent writing tasks  
New Jersey Student Learning Standards for English Language Arts W.9-10.10  
New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1  
NJ Competencies for Social and Emotional Learning  
Self-Awareness: recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges  
Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals  
Relationship Skills: utilize positive communication and social skills to interact effectively with others  
Responsible Decision Making: identify the consequences associated with one’s actions in order to make constructive choices
C. Through a variety of research-based projects designed to build research and media science skills, students:

1. Select and pursue topics for research that are appropriate in scope and difficulty (e.g. literary criticism, historical background, biographical information, or current events and issues)
   - NJ Student Learning Standards for English Language Arts W.9-10.8, RI.9-10.8
   - NJ Student Learning Standards for Technology 8.1
   - NJ Student Learning Standards for 21st Century Life & Careers 9.1, 9.2
   - NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
     Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

2. With increased independence, select sources and evaluate their credibility
   - NJ Student Learning Standards for English Language Arts RI.9-10.1,2,7; W.9-10.7-8
   - NJ Student Learning Standards for Technology 8.1
   - NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   - NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
     Responsible Decision Making: Develop, implement and model effective problem solving and critical thinking skills
     Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

3. Analyze, synthesize and organize researched evidence into a work of writing
   - NJ Student Learning Standards for English Language Arts RI.9-10.7,8,9; W.9-10.9
   - NJ Student Learning Standards for Technology 8.1
   - NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   - NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
     Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
     Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

4. Understand and produce proper MLA formatting for internal documentation and Works Cited page for multiple source types, such as books, newspaper articles, and/or videos
   - NJ Student Learning Standards for English Language Arts W.9-10.8
   - NJ Student Learning Standards for Technology 8.1
   - NJ Student Learning Standards for 21st Century Life and Careers 9.1
   - NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
     Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
     Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

5. Present information gathered through oral, written, and/or use of various technical methods
   - NJ Student Learning Standards for English Language Arts RI.9-10.1,2,7; W.9-10.6; SL.9-10.1,4,5; L.9-10.2
   - NJ Student Learning Standards for Technology 8.1
   - NJ Student Learning Standards for 21st-Century Life and Careers 9.1
   - NJ Competencies for Social and Emotional Learning
     Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
     Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
     Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed.
D. Through a variety of **communication** experiences, students:

1. **Increase confidence in expressing individual opinions**
   
   *NJ Student Learning Standards for English Language Arts SL.9-10.1,4; L.9-10.1,4,5,6*
   *NJ Student Learning Standards for 21st-Century Life and Careers 9.1*
   
   **Relationship Skills:** establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed
   
   **Self-Awareness:** recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges

2. **Contribute to partnership, group and class discussions by carefully listening to, building upon, and appropriately responding to the opinions of others**
   
   *NJ Student Learning Standards for English Language Arts SL.9-10.1,3,4; L.9-10.1,4,5,6*
   *NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1*
   
   **Relationship Skills:** establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed
   
   **Self-Awareness:** recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations

3. **Speak and write logically, clearly, concisely and creatively**
   
   *NJ Student Learning Standards for English Language Arts SL.9-10.1; L.9-10.1,4,5,6*
   *NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1*
   
   **Relationship Skills:** establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed
   
   **Self-Awareness:** recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations

4. **Report findings from partnerships and small groups in brief and informal presentations; prepare for, engage in, and reflect on the outcomes of formal independent presentations**
   
   *NJ Student Learning Standards for English Language Arts SL9-10.2,4,5,6*
   *NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1*
   
   **Self-Management:** recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
   
   **Relationship Skills:** utilize positive communication and social skills to interact effectively with others

5. **Use technology to create or share visual aids that support an oral presentation**
   
   *NJ Student Learning Standards for English Language Arts SL 9-10.1,6; L.9-10.1,4,5,6*
   *NJ Student Learning Standards for Technology 8.1*
   *NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1*
   
   **Self-Management:** recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
   
   **Relationship Skills:** utilize positive communication and social skills to interact effectively with others
III. CONTENT, SCOPE AND SEQUENCE

A. Literature

The content, scope and sequence of the literature dimension of the course are designed to meet the needs of diverse learners by offering teachers flexibility to differentiate the selection of texts according to the individual’s and class’s readiness and interest levels within a thematic or chronological structure. In addition, the inclusion of a broad range of literary voices honors the diversity of race, class, gender, ethnicity, religion, experience and ideology that characterizes the culture of the British Commonwealth. When selecting texts, teachers may choose from a variety of essential questions, listed below, which include writers and subjects that reflect our multi-cultural world. Research and writing assignments may be arranged so students have opportunities to investigate people, places and cultures. The reading materials are compiled for teachers to deepen and enrich the thematic study as well as differentiate resources for students, based on their interests and readiness (Appendix v). Teachers may also augment their instruction with supplemental materials of their own choosing. The suggested timeframe for selected units of study is six to eight weeks.

Suggestions for the course include the following models:

1. Chronological
   a. The Ancient World
   b. The Middle Ages
   c. The Renaissance
   d. The Age of Reason/The Enlightenment
   e. The Romantic Period
   f. The Industrial Age
   g. The Contemporary World

2. Thematic:
   a. How does the hero represent the social morals and attitudes of a given society?
      1) What characteristics of a hero are universal and why?
      2) Can a hero’s actions alter a society’s values? Why or why not?
      3) Why do societies and individuals need heroes? Can a community be successful without heroic individuals?
   b. How do cultures define one’s coming-of-age and what does it reveal about the culture?
      1) What are the universal qualities and distinctions implicit in coming-of-age/maturation/initiation? What do these common characteristics reveal about humankind?
      2) How and why do cultures set different maturation expectations for males and females? Is it fair?
      3) What happens when individuals resist or reject this maturation process?
c. How does the clash of various cultures affect the individuals in a given society?
   1) Who suffers most when cultures engage in a dispute?
   2) How does an individual cope when they are a member of both cultures?
   3) What role does the individual have in quelling culture disputes?
   4) How and why do individuals, communities and governments perpetuate these clashes?

d. In what ways does the duality of human nature affect not only the individual, but also society?
   1) Does every individual have two sides to his/her personality?
   2) Are individuals inherently good or inherently evil?
   3) What causes people to act in ways which are against their values?
   4) Why do some societies accept corruption while others fight against it?

e. How and why do some individuals attempt to overcome prejudices inherent in society?
   1) Where do prejudices originate?
   2) Why do many societies accept prejudices?
   3) What are the consequences for those who reject prejudices?

f. How does the quest for power impact the individual and society?
   1) What motivates an individual to seek power?
   2) Why do some manage power well while others fail?
   3) How do corrupt or evil individuals gain power?

B. Written Expression
The composition component of the course is designed to offer teachers flexibility to differentiate written assignments according to the diverse needs/interests of the students. Students are encouraged to gain confidence and skill in the written expression of their own voices and to write about their own life experiences as well as literary text. Students write in various modes and for different purposes. There is ample time provided for the writing process, including drafting, conferencing, re-writing, and publishing. In this course students expand their essay writing skills by composing numerous expository and argumentative essays which reach beyond the five-paragraph format. As the school year advances, teachers introduce students to increasingly complex and sophisticated written assignments. Students also utilize many literary or informational texts to support a thesis statement and provide critical insight into a topic. Additionally, students write many process and informal pieces. Over the course of the year students develop a writing portfolio that reflects their understanding of the writing process. The sequence of writings is coordinated with the overall organization of the course.
This portfolio may include:
1. Literary writing:
   a. Poems
   b. Character sketches
   c. Literary additions
   d. Memoir
   e. Dramatic script
   f. Fictional diary
   g. Dramatic/interior monologue
2. Sustained analytical writing (3-5 pages)
3. Argumentative writing
4. Expressive responses to literature
5. In-class timed writing
6. Research writing
7. Reflection on year’s work

C. Research
   The content, scope and sequence of the research dimension of the course are designed to
   meet the needs of diverse learners by offering teachers flexibility to guide selected topics
   according to individual readiness and interest levels. Students experience the following
   essential stages of the research process:
   1. Data gathering
   2. Analyzing, synthesizing, and organizing data
   3. Mechanical conventions, e.g. bibliography, in-text citations, etc.
   4. Oral, visual and written presentation

D. Communication
   Communication lies at the heart of an inquiry-based approach and remains the most vital
   aspect of students’ creation of knowledge based on their prior experiences. Students
   continually participate in class discussions relating to life, literature, and the writing process
   while developing an understanding that it is the conversation amongst peers which plays the
   most significant role in a student’s relationship with his or her learning. In addition,
   students consume a variety of media in order to critically compare, contrast, and analyze an
   author’s message and its effectiveness. Students concurrently practice active listening and
   become proficient at continuing a conversation by directly responding to previously stated
   comments.
IV. INSTRUCTIONAL TECHNIQUES

Because the learning process is dynamic, a variety of approaches is necessary to maximize student engagement. These approaches are used to meet the needs of students of varying abilities and interests as well as diverse learning preferences. The curriculum emphasizes critical and creative thinking and all modes of communication. A combination of techniques, emphasizing learning intentions, learning strategies, feedback and instructional delivery - and differentiated as needed - is strongly recommended; examples include, but are not limited to:

A. Direct instruction - whole group, small flexible group, and/or individual
   1. Close reading of mentor texts or assignment exemplars
   2. Modeled thinking and/or application
   3. Repeated reading
   4. Integration of technology

B. Deliberate practice/application - whole group, small group, and/or partnerships
   1. Classroom discussion - whole group, small group, and/or partnerships
      a. Essential questions
      b. Text dependent questions
      c. Conversation markers
      d. Debate
      e. Socratic seminar
      f. Fishbowl
   2. Writing to learn
      a. Concept mapping
         1) Annotating
         2) Note-taking
         3) Graphic organizing
         4) Outlining
      b. Prediction
      c. Journaling
      d. Summary and analysis
      e. Learning logs
      f. Do-now and/or exit slip
      g. Fictional dialogue
      h. Free write
   3. Collaborative learning with peers - small group and/or partnerships
      a. Literature circle/book club protocols
      b. Jigsaw
      c. Inquiry learning
      d. Reciprocal teaching
      e. Peer feedback

English II
Approved 6/18/2019
C. Metacognition
   1. Self-questioning
   2. Questions to guide learning
   3. Strategy monitoring (e.g. learning logs; “What helped me learn today?”)
   4. Transfer monitoring (e.g. “How do I know I learned…?”)

D. Interdisciplinary connections
   1. Outside presenters
   2. Field trips
   3. Virtual field trips

V. EVALUATION

The goal of evaluation is to make formal and informal assessments of students’ progress and development. A variety of assessment techniques are utilized, and differentiated as needed, to gauge students’ understanding and plan for instructional needs. Evaluation consists of a combination of diagnostic, formative, and summative assessment; examples include, but are not limited to:

A. Diagnostic assessments allow teachers to gauge students’ current knowledge of a topic or ability to execute a skill; this type of assessment is typically administered at the onset of a school year or unit of study.
   1. Pre-tests
   2. Class discussions/debates - partnerships, small group, or whole class
   3. Self-assessment and goal setting
   4. Conferencing
   5. Anecdotal teacher records

B. Formative assessments measure students’ growth and progress, are quickly administered as part of the instructional process, allow for feedback to be shared quickly and efficiently, and may or may not be graded.
   1. Process writing components
   2. Quizzes
   3. Annotations
   4. Text dependent questions
   5. Concept maps, outlines, and/or graphic organizers
   6. Self-assessment
   7. Peer assessment
   8. Journals
   9. Class discussions/debates - partnerships, small group, or whole class
   10. Presentations - individual, partnered, and small group
   11. Fishbowl
   12. Socratic Seminar
   13. Conferencing
   14. Anecdotal teacher records
C. Summative assessments are administered after instruction has been delivered and learning has taken place; it serves as a means for gauging the accumulation of student learning against the stated unit objectives. Students are encouraged to weigh their performance against SEL Competencies, specifically that of: self-awareness, self-management, responsible decision making, and relationship skills, while department members may use the outcomes to adjust approaches to planning and preparation for learning, instructional delivery, and/or formative assessment.

1. Tests; post-assessments (e.g. essential questions; text dependent questions)
2. Timed writings
3. Self-assessment
4. Final draft essays
5. Creative writing pieces
6. Evidence-based projects
7. Portfolios
8. Presentations - individual, partnered, and small group
9. Fishbowl
10. Socratic Seminar

VI. PROFESSIONAL DEVELOPMENT

The following are recommended components of the teacher’s professional development:

A. Observing colleagues’ classes to gather and share ideas
B. Attending professional development courses to learn about instructional strategies relevant to the course objectives and course materials
C. Attending conferences relating to differentiated instruction, technology, diversity, etc.
D. Consulting peer-reviewed print and digital professional learning resources such as professional periodicals and professional websites
APPENDIX I:

New Jersey Student Learning Standards for

English Language Arts 9-10

Progress Indicators for Reading Literature

Key Ideas and Details
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas
RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).
RL.9-10.8. (Not applicable to literature)
RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
Range of Reading and Level of Text Complexity

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

Progress Indicators for Reading Informational Text

Key Ideas and Details
RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure
RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Integration of Knowledge and Ideas
RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
Range of Reading and Level of Text Complexity

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.

Progress Indicators for Writing

Text Types and Purposes

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
4. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
5. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
6. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  
A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.  
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  

Production and Distribution of Writing  
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.  
W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.  

Research to Build and Present Knowledge  
W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  
W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).

B. Apply grades 9–10 Reading standards to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing
W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Progress Indicators for Speaking and Listening

Comprehension and Collaboration
SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
Presentation of Knowledge and Ideas
SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Progress Indicators for Language

Conventions of Standard English
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   1. Use parallel structure.
   2. Use various types of phrases (noun, verb, adjectival, adverbal, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
   B. Use a colon to introduce a list or quotation.
   C. Spell correctly.

Knowledge of Language
L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
   A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Vocabulary Acquisition and Use
L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
   A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
   B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
B. Analyze nuances in the meaning of words with similar denotations.

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

APPENDIX II:

New Jersey Student Learning Standards for Technology

STANDARD 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.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.
APPENDIX III:

New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers

STANDARD 9.1 21st-Century Life and Career Skills: 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.

APPENDIX IV:

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed at https://www.state.nj.us/education/students/safety/sandp/sel/.
APPENDIX V:


A subcommittee of the Westfield High School English Department maintains a list of suggested supplemental resource pairings for the most widely utilized English 1 texts. As a living document, this list is regularly updated to reflect connections with current events and contemporary works;

The entire document may be viewed at: https://docs.google.com/document/d/1Zr1Hsg2P-RTveXuhY7Wo9s4EjmIdDG7bciIg3djOvdM/edit?usp=sharing