

North Bergen School District Benchmarks

Grade: 10

Subject: English Language Arts 2 (World Literature)

First Marking Period:

- Analyze how an author's choice of text creates mystery tension or surprise ([NJSLSA.R5](#), [NJSLSA.R4](#), [NJSLSA.R10](#))
- Analyze how an author's ideas are developed by author's use of language ([NJSLSA.R2](#), [NJSLSA.R4](#), [NJSLSA.R10](#))
- Respond thoughtfully to diverse perspectives to qualify or justify point of view ([NJSLSA.R6](#), [NJSLSA.R10](#), [NJSLSA.R6](#), [NJSLSA.W1](#), [NJSLSA.W2](#), [NJSLSA.W4](#), [NJSLSA.W9](#), [NJSLSA.SL1](#))
- Use a variety of techniques to sequence events in order to create a coherent whole ([NJSLSA.W1](#), [NJSLSA.W3](#), [NJSLSA.W4](#), [NJSLSA.W6](#), [NJSLSA.W8](#), [NJSLSA.W9](#), [NJSLSA.SL1](#))
- Use context clues to determine meaning ([NJSLSA.L4](#))
- Interpret spoken and written communication within the appropriate cultural context ([9.1.12.D.1](#))

Second Marking Period:

- Determine the development of theme through text ([NJSLSA.R2](#), [NJSLSA.R3](#), [NJSLSA.R4](#), [NJSLSA.R10](#), [NJSLSA.R5](#))
- Evaluate claims in text based on evidence ([NJSLSA.R8](#), [NJSLSA.R10](#), [NJSLSA.SL2](#), [NJSLSA.W1](#), [NJSLSA.W4](#))
- Broaden discussions by responding to questions and by clarifying or challenging ideas ([NJSLSA.SL1](#), [NJSLSA.SL6](#))
- Use precise words, details, and sensory language to convey experiences ([NJSLSA.W2](#), [NJSLSA.W3](#), [NJSLSA.W4](#), [NJSLSA.L1](#), [NJSLSA.L2](#), [NJSLSA.L5](#))
- Use a variety of phrases and clauses to convey meaning and add interest to writing ([NJSLSA.W1](#), [NJSLSA.L1](#), [NJSLSA.L2](#))

Third Marking Period:

- Analyze cultural experiences in world literature ([NJSLSA.R6](#), [NJSLSA.R10](#), [NJSLSA.R2](#))
- Determine development of central idea and provide a summary of text ([NJSLSA.R2](#), [NJSLSA.R10](#))
- Participate in discussions having research material ([NJSLSA.SL1](#), [NJSLSA.SL2](#), [NJSLSA.SL6](#))
- Gather relevant information from multiple sources, avoiding plagiarism and using correct citations ([NJSLSA.W7](#), [NJSLSA.W8](#), [NJSLSA.W2](#), [NJSLSA.W1](#))
- Consult reference materials both print and digital ([NJSLSA.W6](#), [NJSLSA.W7](#), [NJSLSA.W8](#))
- Demonstrate appropriate application of copyright, fair use and/or Creative commons to an original work ([8.1.12.D.1](#))

Fourth Marking Period:

- Read and comprehend literature including short stories drama and poetry ([NJSLSA.R10](#))
- Read and comprehend historical non-fiction ([NJSLSA.R10](#))
- Collaboratively work to set goals and deadlines for discussions ([NJSLSA.SL1](#), [NJSLSA.SL6](#))
- Establish and maintain a formal style and objective tone ([NJSLSA.W1](#), [NJSLSA.W4](#), [NJSLSA.W5](#), [NJSLSA.L2](#))
- Demonstrate command of language mechanics ([NJSLSA.L1](#), [NJSLSA.L2](#), [NJSLSA.W5](#))

Domain: Reading Literature/Informational — Analyze how an author’s choice of text creates mystery, tension or surprise		
Cluster: 9-10		
Standards: RL.9-10.5, RI.9-10.5, RL.9-10.4, RL.9-10.10, RI.9-10.4, RI.9-10.10		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How does an author create a sense of mystery, tension or surprise in his/her text?</p> <p>How does the author’s use of magical realism reveal new perspectives in reality?</p>	<p>Students understand that:</p> <p>Multiple literary devices play a part in creating mystery, tension and surprise in a text.</p> <p>Texts can be read, interpreted and understood through multiple lenses. (i.e. formalist, feminist, Marxist, psychological etc.)</p> <p>In order to have a better understanding of Latin-American literature, one must have a better understanding of the culture that created it.</p>	<p>To assist in meeting this benchmark students may:</p> <ul style="list-style-type: none"> ● Participate in full class and small group discussions regarding the text’s use of mystery, surprise and tension ● Collaboratively examine, in small groups, the text through multiple lenses. ● Create and maintain a note-taking system for all the works/skills covered this marking period. ● Analyze literature, non-fiction, and online texts for examples mystery, tension and surprise in a text. ● Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. ● Listen to and analyze Latin American Poetry in the original form and in translation. ● Engage in a discussion of the texts
Content Statements	<p>Students will be able to:</p> <p>Discover the role of the magical and fantastical in Latin American literature.</p> <p>Explore narrative forms and techniques in Latin American literature.</p> <p>Explore the role of local and universal themes in Latin American literature.</p>	<p>Sample Questions</p> <p>What evidence can you give that shows how this text can be viewed through a specific lens?</p> <p>How does the author’s use of magical realism reveal new perspectives in reality?</p>
Assessments	<p>To show evidence of meeting this benchmark, students may:</p> <ul style="list-style-type: none"> ● Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to displaying knowledge of the author’s choice of texts creates mystery and suspense ● Use a scoring rubric to evaluate student writing and critical analyses of the text ● Provide students with an assessment that tests their ability to support their analysis with textual evidence ● Assess students using PARCC-like questions that support the common core curriculum 	Teacher Resources
		<ul style="list-style-type: none"> ● Hudson County Curriculum Consortium ● North Bergen High School Media Center ● Google Classroom ● Individual Sophomore English Teacher web pages ● Glencoe 5th course online textbook <p>Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> ● BMI Novel Teacher Unit Guides and Student Packets

Equipment Needed	<ul style="list-style-type: none"> - <i>Chronicle of a Death Foretold</i> - <i>Like Water for Chocolate</i> ● The Great Summer Read: NYT Free book series (LWFC) ● Grade 10 Approved Reading List
Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments	

Domain: Reading Literature/Informational Texts — Analyze how an author’s ideas are developed by author’s use of language

Cluster: 9-10

Standards: [RI.9-10.2](#), [RL.9-10.2](#), [RL.9-10.4](#), [RL.9-10.10](#), [RI.9-10.4](#), [RI.9-10.10](#)

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How does an author’s use of language develop his/her ideas in a text?</p> <p>How are events, language, interpretation and presentation a product of the culture of the author?</p>	<p>Students understand that:</p> <p>The author’s use of language is integral to the development of his/her ideas in a text.</p> <p>An author’s language and ideas can be read, interpreted and understood through multiple literary lenses.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Participate in full class and small group discussion regarding the author’s use of language. ● Collaboratively examine, in small groups, the text’s tone, mood and word usage. ● Analyze literature, non-fiction, and online texts for examples of mood, tone and word usage. ● Create and maintain a note-taking system for all the works/skills covered this marking period. ● Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. ● Investigate and analyze texts through the use of multiple lenses. ● Cross-curricular Activity: Have students research information regarding the Mexican Revolution (history) ● Engage in a discussion of the texts
Content Statements		
<p>Students will be able to:</p> <p>Determine what the role of a word’s meaning, both figurative and connotative, is in a text.</p> <p>Analyze the cumulative and evocative impact of the author’s language choices on meaning and tone</p> <p>Continue exploration of narrative forms and techniques in Latin American literature</p>	<p>Both tone and mood are created within in a text through the author’s word choices and language usage.</p> <p style="text-align: center;">Sample Questions</p> <p>What mood is created by this passage in the text?</p> <p>In what ways did the author’s culture affect the text?</p>	

<p>Assessments</p> <p>To show evidence of meeting this benchmark, students may:</p> <ul style="list-style-type: none"> ● Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to displaying knowledge of the author’s choice of texts creates mystery and suspense ● Use a scoring rubric to evaluate student writing and critical analyses of the text ● Provide students with an assessment that tests their ability to support their analysis with textual evidence ● Assess students using PARCC-like questions that support the common core curriculum 	<p>Teacher Resources</p> <ul style="list-style-type: none"> ● Hudson County Curriculum Consortium ● North Bergen High School Media Center ● Google Classroom ● Individual Sophomore English Teacher web pages ● Glencoe 5th course online textbook <p>Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> ● BMI Novel Teacher Unit Guides and Student Packets <ul style="list-style-type: none"> - <i>Chronicle of a Death Foretold</i> - <i>Like Water for Chocolate</i> ● The Great Summer Read: NYT Free book series (LWFC) ● Grade 10 Approved Reading List
<p>Equipment Needed</p>	
<p>Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments</p>	

<p>Domain: Speaking and Listening — Respond thoughtfully to diverse perspectives to qualify or justify point of view</p>		
<p>Cluster: 9-10</p>		
<p>Standards: SL.9-10.1, RL.9-10.6, RL.9-10.10, RI.9-10.6, RI.9-10.10, W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.9</p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How does the interaction between text and reader create meaning?</p> <p>How can we use a literary work to "map" the interplay of both traditional and subversive discourses circulating in the culture in which that work/text emerged and/or the cultures in which the work/text has been interpreted?</p>	<p>Students understand that:</p> <p>Synthesizing various perspectives of a discussion and evaluating them are essential in order to reach new conclusions.</p> <p>The author’s culture can affect the point of view or way the text is written.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Participate in full class and small group discussion regarding the author’s use of language. ● Collaboratively examine, in small groups, the text’s tone, mood and word usage. ● Analyze literature, non-fiction, and online texts for examples of mood, tone and word usage. ● Create and maintain a note-taking system for all the works/skills covered this marking period. ● Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. ● Investigate and analyze texts through the use of multiple lenses.
<p>Content Statements</p>		
<p>Students will be able to:</p> <p>Determine what the various perspectives are in any given text.</p>	<p>There are various ways to respond critically to the diverse perspectives in a text.</p>	

<p>Draw inferences from other speaker’s points to make new conclusions.</p> <p>Identify points of agreement and disagreement.</p>	<p style="text-align: center;">Sample Questions</p> <p>How does the interaction between text and reader create meaning?</p> <p>How does the author’s background affect the point of view the text is written in?</p> <p>What clues does the text provide that indicate the point of view?</p>	<ul style="list-style-type: none"> ● Cross-curricular Activity: Have students research information regarding the Mexican Revolution (history) ● Engage in a discussion of the texts
<p>Assessments</p>		<p>Teacher Resources</p>
<p>To show evidence of meeting this benchmark, students may:</p> <ul style="list-style-type: none"> ● Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to displaying knowledge of the author’s choice of texts creates mystery and suspense ● Use a scoring rubric to evaluate student writing and critical analyses of the text ● Provide students with an assessment that tests their ability to support their analysis with textual evidence ● Assess students using PARCC-like questions that support the common core curriculum 		<ul style="list-style-type: none"> ● Hudson County Curriculum Consortium ● North Bergen High School Media Center ● Google Classroom ● Individual Sophomore English Teacher web pages ● Glencoe 5th course online textbook <p style="text-align: center;">Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> ● BMI Novel Teacher Unit Guides and Student Packets <ul style="list-style-type: none"> - <i>Chronicle of a Death Foretold</i> - <i>Like Water for Chocolate</i>
<p>Equipment Needed</p>		
<p>Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments</p>		<ul style="list-style-type: none"> ● The Great Summer Read: NYT Free book series (LWFC) ● Grade 10 Approved Reading List

Domain: Writing — Use a variety of techniques to sequence events in order to create a coherent whole		
Cluster: 9-10		
Standards: W.9-10.1, W.9-10.3 W.9-10.4,W.9-10.6 W.9-10.8 W.9-10.9, SL.9-10.1		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why is grammar and usage integral to writing and speaking?</p> <p>What is the most effective technique for sequencing events in order to create a coherent whole?</p>	<p>Students understand that:</p> <p>Knowledge of proper grammar and usage promotes fluency in communication.</p> <p>Multiple techniques can be used to sequence events in a text and in one’s writing.</p> <p>Events in a text and in one’s writing must flow in order to create a coherent whole.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Participate in full class and small group discussion regarding the author’s use of language. • Collaboratively examine, in small groups, the text’s tone, mood and word usage. • Analyze literature, non-fiction, and online texts for examples of mood, tone and word usage. • Create and maintain a note-taking system for all the works/skills covered this marking period. • Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. • Investigate and analyze texts through the use of multiple lenses. • Cross-curricular Activity: Have students research information regarding the Mexican Revolution (history) • Engage in a discussion of the texts
Content Statements		
<p>Students will be able to:</p> <p>Create a thoughtful response to Like Water for Chocolate that requires knowledge of sequencing techniques.</p> <p>Analyze a peer’s writing for organization and coherency.</p> <p>Create and utilize a writing checklist for format and event sequencing.</p>	<p>Sample Questions</p> <p>How did you decide to organize your writing? Why?</p> <p>What effect does the flashback have on the story?</p>	
Assessments		Teacher Resources
<p>To show evidence of meeting this benchmark, students may:</p> <ul style="list-style-type: none"> • Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to displaying knowledge of the author’s choice of texts creates mystery and suspense • Use a scoring rubric to evaluate student writing and critical analyses of the text • Provide students with an assessment that tests their ability to support their analysis with textual evidence • Assess students using PARCC-like questions that support the common core curriculum 		<ul style="list-style-type: none"> • Hudson County Curriculum Consortium • North Bergen High School Media Center • Google Classroom • Individual Sophomore English Teacher web pages • Glencoe 5th course online textbook <p>Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> • BMI Novel Teacher Unit Guides and Student Packets <ul style="list-style-type: none"> - <i>Chronicle of a Death Foretold</i> - <i>Like Water for Chocolate</i> • The Great Summer Read: NYT Free book series (LWFC)
Equipment Needed		

Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments

- [Grade 10 Approved Reading List](#)
- [Grammar Girl Grammar Tips](#)

Domain: Language — Use context clues to determine meaning		
Cluster: 9-10		
Standards: L.9-10.4		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How do context clues help discover meaning for unfamiliar words? For multiple-meaning words? For homographs?</p>	<p>Students understand that:</p> <p>There are six common types of context clues (i.e. root word and affix, definition contrast, logic, example, grammar)</p> <p>The process of reading involves collecting evidence to make sense of a particular sentence, passage or text.</p> <p>Contextual clues, with practice and modeling, can eventually be done independently.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Participate in full class and small group discussion regarding the author’s use of language. • Collaboratively examine, in small groups, the text’s tone, mood and word usage. • Analyze literature, non-fiction, and online texts for examples of mood, tone and word usage. • Create and maintain a note-taking system for all the works/skills covered this marking period. • Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. • Investigate and analyze texts through the use of multiple lenses. • Cross-curricular Activity: Have students research information regarding the Mexican Revolution (history) • Engage in a discussion of the texts
Content Statements		
<p>Students will be able to:</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>Model a self-questioning strategy to identify the different types of context clues.</p> <p>Discuss various ways to figure out the meaning of a new word.</p>	<p style="text-align: center;">Sample Questions</p> <p>Which clue helps you determine the meaning of this unfamiliar word?</p>	

Assessments	Teacher Resources
<p>To show evidence of meeting this benchmark, students may:</p> <ul style="list-style-type: none"> ● Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to displaying knowledge of the author’s choice of texts creates mystery and suspense ● Use a scoring rubric to evaluate student writing and critical analyses of the text ● Provide students with an assessment that tests their ability to support their analysis with textual evidence ● Assess students using PARCC-like questions that support the common core curriculum 	
Equipment Needed	
<p>Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments</p>	
<ul style="list-style-type: none"> ● Hudson County Curriculum Consortium ● North Bergen High School Media Center ● Google Classroom ● Individual Sophomore English Teacher web pages ● Glencoe 5th course online textbook <p style="text-align: center;">Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> ● BMI Novel Teacher Unit Guides and Student Packets <ul style="list-style-type: none"> - <i>Chronicle of a Death Foretold</i> - <i>Like Water for Chocolate</i> ● The Great Summer Read: NYT Free book series (LWFC) ● Grade 10 Approved Reading List 	

Domain: 21st Century life skills — Interpret spoken and written communication within the appropriate cultural context.		
Cluster: 9-10		
Standards: 9.1.12.D.1		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why is it important to not only understand the literature written, but also understand the culture that influenced its creation?</p>	<p>Students understand that:</p> <p>Cultural context is essential when it comes to interpreting spoken and written communication.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Participate in full class and small group discussion regarding the author’s use of language. ● Collaboratively examine, in small groups, the text’s tone, mood and word usage. ● Analyze literature, non-fiction, and online texts for examples of mood, tone and word usage. ● Create and maintain a note-taking system for all the works/skills covered this marking period. ● Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. ● Investigate and analyze texts through the use of multiple lenses.
Content Statements	<p>In order to communicate effectively, one needs to have an understanding of other cultures’ writings and languages.</p>	
<p>Students will be able to:</p> <p>Enhance their understanding of different cultures, their customs and their writings.</p> <p>Develop insight into their own language and culture and participate more fully in</p>	<p>Sample Questions</p> <p>Discuss the cultural context the text was written. How does the cultural background affect the writing?</p>	

<p>the global community through understanding of other cultures.</p>	<p>Did you make any discoveries or insights about your own culture after reading about someone else's?</p>	<ul style="list-style-type: none"> ● Cross-curricular Activity: Have students research information regarding the Mexican Revolution (history) ● Engage in a discussion of the texts
<p>Assessments</p>		<p>Teacher Resources</p> <ul style="list-style-type: none"> ● Hudson County Curriculum Consortium ● North Bergen High School Media Center ● Google Classroom ● Individual Sophomore English Teacher web pages ● Glencoe 5th course online textbook <p>Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> ● BMI Novel Teacher Unit Guides and Student Packets <ul style="list-style-type: none"> - <i>Chronicle of a Death Foretold</i> - <i>Like Water for Chocolate</i> ● The Great Summer Read: NYT Free book series (LWFC) ● Grade 10 Approved Reading List ● Sample Etiquette Manual
<p>To show evidence of meeting this benchmark, students may:</p> <ul style="list-style-type: none"> ● Research the History of etiquette manuals such as Carreno's etiquette manual found in <i>Like Water for Chocolate</i>. ● Use traditional Latino foods, recipes, and custom to evaluate a student's understanding of different world cultures. ● Provide students with an assessment that tests students' ability to discuss and use cultural references to help analyze various texts. ● Assess students using sample PARCC-like questions. 		
<p>Equipment Needed</p>		
<p>Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments.</p>		

Domain: Reading Literature/Informational — Determine the development of theme through text		
Cluster: 9-10		
Standards: RL.9-10.2, RI.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.10, RI.9-10.5, RI.9-10.10		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How does the quest for theme allow the readers to better understand the larger issues embedded in the text?</p> <p>How do the themes and major ideas encountered in Asian literature both honor and challenge cultural traditions?</p>	<p>Students understand that:</p> <p>Themes or ideas are shaped and refined through details. (i.e events, character’s actions/motivations, quotes etc)</p> <p>Determining the theme of a text requires the use of textual evidence.</p> <p>A text can have multiple themes within it.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Participate in full class and small group discussion regarding themes and their evolution throughout the text. ● Collaboratively examine, in small groups, the text’s major themes and morals. ● Analyze literature, non-fiction, and online texts for examples of theme. ● Create and maintain a note-taking system for all the works/skills covered this marking period. ● Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. ● Investigate and analyze texts through the use of multiple lenses. ● Engage in a discussion of the texts
Content Statements		
<p>Students will be able to:</p> <p>Recognize a theme or major idea from a text.</p> <p>Implement reading comprehension strategies as well as find textual evidence to support the text’s theme.</p> <p>Analyze in detail the development of a theme over the course of the text.</p>	<p>Sample Questions</p> <p>Identify a specific theme in (insert text).</p> <p>What textual evidence helped support the chosen theme?</p>	
Assessments		Teacher Resources
<p>To show evidence of meeting this benchmark students may:</p> <ul style="list-style-type: none"> ● Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to tests, quizzes, and/or writing samples. ● Use participation, and testing scores to evaluate student’s progress. ● Provide students with an assessment that tests students’ ability to understand and comprehend how various themes affect different aspects of the text. ● Assess students using sample PARCC-like questions. 		<ul style="list-style-type: none"> ● Hudson County Curriculum Consortium ● North Bergen High School Media Center ● Google Classroom ● Individual Sophomore English Teacher web pages ● Glencoe 5th course online textbook <p style="text-align: center;">Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> ● BMI Novel Teacher Unit Guides and Student Packets - <i>The Joy Luck Club</i>

Equipment Needed	- <i>The Good Earth</i>
Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments	<ul style="list-style-type: none"> ● Grade 10 Approved Reading List ● The Big Read: The Joy Luck Club, The Namesake, Fahrenheit 451

Domain: Reading Literature/Informational — Evaluate claims in text based on evidence		
Cluster: 9-10		
Standards: RI.9-10.8, RI.9-10.10, SL.9-10.2, W.9-10.1, W.9-10.4		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How do strategic readers create meaning from informational and literary texts?</p> <p>Why is textual evidence important when evaluating claims in a text?</p>	<p>Students understand that:</p> <p>Any idea or claim made about a story should be supported by textual evidence.</p> <p>The more textual evidence is acquired, the stronger the idea or claim becomes.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Participate in full class and small group discussion regarding themes and their evolution throughout the text. ● Collaboratively examine, in small groups, the text’s major themes and morals. ● Analyze literature, non-fiction, and online texts for examples of theme. ● Create and maintain a note-taking system for all the works/skills covered this marking period. ● Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. ● Investigate and analyze texts through the use of multiple lenses. ● Engage in a discussion of the texts
Content Statements		
<p>Students will be able to:</p> <p>Support claims or ideas with evidence from the text.</p> <p>Evaluate the validity of the textual evidence gathered.</p> <p>Organize information or evidence gathered from text into a writing assignment or presentation.</p>	<p>Collecting textual evidence is an important skill to have when writing papers.</p> <p style="text-align: center;">Sample Questions</p> <p>Give 2 examples of textual evidence to support the critical lens being discussed</p> <p>Identify what textual evidence is valid? Why?</p>	

Assessments	Teacher Resources
<p>To show evidence of meeting this benchmark students may:</p> <ul style="list-style-type: none"> ● Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to discovering textual evidence from informational texts to support ideas. ● Use tests, quizzes, and essays to evaluate their understanding of the connection between literature and informational texts. ● Provide students with an assessment that tests students’ ability to find and provide textual evidence to support their answers. ● Assess students using sample PARCC-like questions 	
Equipment Needed	
<p>Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments</p>	
<ul style="list-style-type: none"> ● Hudson County Curriculum Consortium ● North Bergen High School Media Center ● Google Classroom ● Individual Sophomore English Teacher web pages ● Glencoe 5th course online textbook <p style="text-align: center;">Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> ● BMI Novel Teacher Unit Guides and Student Packets <ul style="list-style-type: none"> - <i>The Joy Luck Club</i> - <i>The Good Earth</i> ● Grade 10 Approved Reading List ● The Big Read: The Joy Luck Club, The Namesake, Fahrenheit 451 	

Domain: Speaking and Listening — Broaden discussions by responding to questions and by clarifying or challenging ideas		
Cluster: 9-10		
Standards: SL.9-10.1, SL.9-10.6		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How do I learn to pose and respond to questions effectively?</p> <p>Why is it important to reply to questions and/or challenge ideas when responding to a text or the discussion said text created?</p>	<p>Students understand that:</p> <p>Responding to questions allows them to clarify, verify, or challenge ideas and conclusions presented during a discussion.</p> <p>A speaker’s viewpoint, reasoning, rhetoric, and tone affect his/her overall understanding and discussion of the text.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Participate in full class and small group discussion regarding themes and their evolution throughout the text. ● Collaboratively examine, in small groups, the text’s major themes and morals. ● Analyze literature, non-fiction, and online texts for examples of theme. ● Create and maintain a note-taking system for all the works/skills covered this marking period. ● Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage.
Content Statements		
<p>Students will be able to:</p>	<p>Referring evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas</p>	

<p>Initiate and participate effectively in a range of collaborative discussions (One-on-one, in groups, and teacher-led) with diverse partners on various topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Draw on textual evidence to support or challenge a student's response during class discussion.</p>	<p style="text-align: center;">Sample Questions</p> <p>Define and identify the (insert author's name) tone in the text.</p> <p>Who is the speaker in _____?</p> <p>Use textual evidence to support your answer.</p>	<ul style="list-style-type: none"> ● Investigate and analyze texts through the use of multiple lenses. ● Engage in a discussion of the texts
<p>Assessments</p>		<p>Teacher Resources</p> <ul style="list-style-type: none"> ● Hudson County Curriculum Consortium ● North Bergen High School Media Center ● Google Classroom ● Individual Sophomore English Teacher web pages ● Glencoe 5th course online textbook <p style="text-align: center;">Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> ● BMI Novel Teacher Unit Guides and Student Packets <ul style="list-style-type: none"> - <i>The Joy Luck Club</i> - <i>The Good Earth</i> ● Grade 10 Approved Reading List ● The Big Read: The Joy Luck Club, The Namesake, Fahrenheit 451
<p>To show evidence of meeting this benchmark students may:</p> <ul style="list-style-type: none"> ● Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to oral/written responses in both classroom discussions and small group discussions. ● Use tests, quizzes, and writing samples to evaluate growth and development. ● Provide students with an assessment that tests students' ability to listen and respond to classroom discussions. ● Assess students using sample PARCC-like questions 		
<p>Equipment Needed</p> <p>Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments</p>		

Domain: Language/Writing — Use precise words, details, and sensory language to convey experiences		
Cluster: 9-10		
Standards: W.9-10.3, L.9-10.1, W.9-10.2, W.9-10.4, L.9-10.2, L.9-10.5		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why is it important for the author of a text to use precise words, details and sensory language to convey experiences?</p> <p>What are the techniques that an author/writer employs that allow readers to connect to stories?</p>	<p>Students understand that:</p> <p>Language choice by the author in any given text is deliberate and purposeful.</p> <p>Figurative language, drawn out details and specific word choices are all ways in which the author can convey an experience to a reader.</p> <p>An author’s language use choices are closely tied to the culture and/or customs he or she is representing in a text.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Participate in full class and small group discussion regarding themes and their evolution throughout the text. • Collaboratively examine, in small groups, the text’s major themes and morals. • Analyze literature, non-fiction, and online texts for examples of theme. • Create and maintain a note-taking system for all the works/skills covered this marking period. • Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. • Investigate and analyze texts through the use of multiple lenses. • Engage in a discussion of the texts
Content Statements	<p>Students will be able to:</p> <p>Understand an author’s use of precise words, details and sensory language to convey experiences.</p> <p>Recognize an author’s techniques for conveying experiences and employ those same techniques in their own writing.</p> <p>Write a writing sample that uses sensory language and details to convey an experience.</p>	
	Sample Questions	
	<p>Identify new vocabulary in (insert text name).</p> <p>Define vocabulary and create a word bank.</p>	
Assessments		Teacher Resources
<p>To show evidence of meeting this benchmark students may:</p> <ul style="list-style-type: none"> • Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to increasing vocabulary skills in writing skills as well as comprehension growth. • Use writing sample to evaluate vocabulary and language development. 		<ul style="list-style-type: none"> • Hudson County Curriculum Consortium • North Bergen High School Media Center • Google Classroom • Individual Sophomore English Teacher web pages • Glencoe 5th course online textbook

<ul style="list-style-type: none"> • Provide students with an assessment that tests students’ ability to use a larger bank of words and a deeper pool of language skills in their writing samples. • Assess students using sample PARCC-like questions 	<p>Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> • BMI Novel Teacher Unit Guides and Student Packets <ul style="list-style-type: none"> - <i>The Joy Luck Club</i> - <i>The Good Earth</i> • Grade 10 Approved Reading List • The Big Read: The Joy Luck Club, The Namesake, Fahrenheit 451
<p>Equipment Needed</p>	
<p>Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments</p>	

<p>Domain: Writing — Use a variety of phrases and clauses to convey meaning and add interest to writing</p>		
<p>Cluster: 9-10</p>		
<p>Standards: W.9-10.1, L.9-10.1, L.9-10.2</p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why is a command of the conventions of standard English grammar and usage so important to the credibility of a speaker and/or writer?</p> <p>How can a variety of phrases and clauses add interest to one’s writing?</p>	<p>Students understand that:</p> <p>In order to help convey meaning in writing, all reasons and ideas should clearly reflect the position of the thesis/main idea.</p> <p>The audience must be considered when presenting information.</p> <p>Varying phrases and clauses allows the writer to add interest to his/her writing.</p> <p style="text-align: center;">Sample Questions</p> <p>How do you determine both the strengths and weaknesses of a writing sample?</p> <p>What textual evidence supports the students/ weaknesses in a writing sample?</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Participate in full class and small group discussion regarding themes and their evolution throughout the text. • Collaboratively examine, in small groups, the text’s major themes and morals. • Analyze literature, non-fiction, and online texts for examples of theme. • Create and maintain a note-taking system for all the works/skills covered this marking period. • Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. • Investigate and analyze texts through the use of multiple lenses. • Engage in a discussion of the texts
Content Statements		
<p>Students will be able to:</p> <p>Identify and investigate the elements that contribute to an interesting piece of writing.</p> <p>Create writing samples with a variety of phrases and clauses that help enhance the understanding of the written work itself.</p>		

<p>Assessments</p>	<p>Teacher Resources</p>
<p>To show evidence of meeting this benchmark students may:</p> <ul style="list-style-type: none"> ● Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to incorporating textual evidence in their writing samples. ● Use student essays to evaluate writing development. ● Provide students with an assessment that tests students’ ability to grow in their development as student writers. ● Assess students using sample PARCC-like questions 	<ul style="list-style-type: none"> ● Hudson County Curriculum Consortium ● North Bergen High School Media Center ● Google Classroom ● Individual Sophomore English Teacher web pages ● Glencoe 5th course online textbook <p>Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> ● BMI Novel Teacher Unit Guides and Student Packets <ul style="list-style-type: none"> - <i>The Joy Luck Club</i> - <i>The Good Earth</i>
<p>Equipment Needed</p>	<ul style="list-style-type: none"> ● Grade 10 Approved Reading List ● The Big Read: The Joy Luck Club, The Namesake, Fahrenheit 451
<p>Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments</p>	

Domain: Reading Literature/Informational — Analyze cultural experiences in world literature		
Cluster: 9-10		
Standards: RL.9-10.6, RL.9-10.10, RI.9-10.2, RI.9-10.10		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How does the text portray dominant social norms?</p> <p>What cultural values are communicated by the text?</p> <p>How does African and Middle Eastern literature offer insight into cultural conflicts?</p>	<p>Students understand that: Many authors write their personal cultural experiences. Culture includes behaviors, beliefs, and values.</p> <p>That characters from other cultures experience an intergenerational culture gap with native-born children</p> <p style="text-align: center;">Sample Questions</p> <p>How does African and Middle Eastern literature offer insight into cultural conflicts?</p> <p>What cultural values are communicated by the text?</p> <p>How do we maintain or lose culture between generations?</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Participate in full class and small group discussion regarding cultural attitudes of race, gender, sexuality, and class structures. • Collaboratively examine, in small groups, the text’s portrayal of cultural norms and expectations. • Analyze literature, non-fiction, and online texts for examples of African and Middle Eastern culture. • Create and maintain a note-taking system for all the works/skills covered this marking period. • Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. • Investigate and analyze texts through the use of multiple lenses. • Engage in a discussion of the texts
Content Statements		
<p>Students will be able to:</p> <p>Compare social norms and values across various cultures.</p> <p>Analyze differences caused by an intergenerational culture-gap</p> <p>Explore African nations, customs, and cultural experiences.</p> <p>Explore Middle Eastern culture.</p>		
Assessments	Teacher Resources	
<p>To show evidence of meeting this benchmark students may:</p> <ul style="list-style-type: none"> • Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to understanding differences of cultural experiences in literature • Analyze cultural experiences of characters to evaluate differences amongst cultures 	<ul style="list-style-type: none"> • Hudson County Curriculum Consortium • North Bergen High School Media Center • Google Classroom • Individual Sophomore English Teacher web pages 	

<ul style="list-style-type: none"> • Provide students with an assessment that tests students’ ability to think critically and analyze how the actions and behavior of characters are impacted by culture • Assess students using sample PARCC-like questions 	<ul style="list-style-type: none"> • Glencoe 5th course online textbook Student codes: EBA27D7642 or F54A3F394C • BMI Novel Teacher Unit Guides and Student Packets - <i>The Kite Runner</i> • Grade 10 Approved Reading List
<p>Equipment Needed</p>	
<p>Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments</p>	

<p>Domain: Reading Literature/Informational — Determine development of central idea and provide a summary of text</p>		
<p>Cluster: 9-10</p>		
<p>Standards: RI.9-10.2, RI.9-10.10, RL.9-10.10, RL.9-10.2</p>		
<p>Essential Questions</p>	<p>Enduring Understandings</p>	<p>Activities, Investigation, and Student Experiences</p>
<p>How does the author’s development of the central idea provide the reader with a comprehensive understanding of a subject/topic?</p>	<p>Students understand that: Central ideas are developed and supported by specific details. Understanding and recalling key information is essential for effective summarizing and paraphrasing skills.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Participate in full class and small group discussion regarding central ideas and supporting details. • Collaboratively examine, in small groups, the author’s use of details and factual evidence that develop the central idea. • Analyze literature, non-fiction, and online texts for examples of theme and central ideas.

<p>How can summarizing or paraphrasing help to recall information and/or organize ideas within a text?</p>	<p>Specific reading strategies can be used in order to understand the central idea of a text.</p>	<ul style="list-style-type: none"> ● Create and maintain a note-taking system for all the works/skills covered this marking period. ● Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. ● Investigate and analyze texts through the use of multiple lenses. ● Engage in a discussion of the texts
<p>Content Statements</p>	<p>Sample Questions</p>	
<p>Students will be able to:</p> <p>Recognize the central idea or major idea from the text.</p> <p>Implement reading comprehension strategies as well as find textual evidence to support the text’s central idea.</p> <p>Summarize important information and ideas that contribute to the central idea of a text.</p>	<p>How can summarizing or paraphrasing help to recall information and/or organize ideas within a text?</p> <p>How or what specific details aid in the development of the central idea?</p>	
<p>Assessments</p>		<p>Teacher Resources</p> <ul style="list-style-type: none"> ● Hudson County Curriculum Consortium ● North Bergen High School Media Center ● Google Classroom ● Individual Sophomore English Teacher web pages ● Glencoe 5th course online textbook <p style="text-align: center;">Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> ● BMI Novel Teacher Unit Guides and Student Packets <ul style="list-style-type: none"> - <i>The Kite Runner</i> ● Grade 10 Approved Reading List
<p>To show evidence of meeting this benchmark students may:</p> <ul style="list-style-type: none"> ● Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to open ended items/essay questions ● Use questions to evaluate students’ understanding of central ideas and supporting details ● Provide students with an assessment that tests students’ ability to use supporting details to adequately summarize a text. ● Assess students using sample PARCC-like questions 		
<p>Equipment Needed</p>		
<p>Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments</p>		

Domain: Speaking & Listening — Participate in discussions having research material		
Cluster: 9-10		
Standards: SL.9-10.1, SL.9-10.2, SL.9-10.6		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>Why is it important to share research materials and ideas during the creation of a research paper?</p> <p>Why is it necessary for students to be able to defend their position (thesis) to peers?</p>	<p>Students understand that: In any argument, there can be multiple and opposing points of view. Gathering research information in order to defend a topic is essential.</p> <p>The Socratic seminar acknowledges the highly social nature of learning, which helps students investigate multiple perspectives within a text.</p> <p>The Socratic seminar provides students the opportunity to self-reflect.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Participate in full class and small group discussion regarding research materials pertinent to research topics. • Collaboratively examine, in small groups, the text's call to action. • Analyze literature, non-fiction, and online texts for examples of the author's point of view and/or persuasive arguments. • Create and maintain a note-taking system for all the works/skills covered this marking period. • Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. • Investigate and analyze texts through the use of multiple lenses. • Engage in a discussion of the texts
Content Statements	Sample Questions	
<p>Students will be able to:</p> <p>Draw on textual evidence to support and challenge claims during group discussion.</p> <p>Engage in Socratic seminars in order to expand upon each other's ideas</p>	<p>What is a thesis?</p> <p>How do you use outside sources to support your thesis and point of view?</p> <p>How do you use outside sources to support opposing points of view?</p>	

<p>Assessments</p> <p>To show evidence of meeting this benchmark students may:</p> <ul style="list-style-type: none"> ● Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to informal questioning regarding relevance of research materials. ● Use collaborative work in order to evaluate claims in a text. ● Provide students with an assessment that tests students’ ability to participate in a Socratic seminar. ● Assess students using sample PARCC-like questions 	<p>Teacher Resources</p> <ul style="list-style-type: none"> ● Hudson County Curriculum Consortium ● North Bergen High School Media Center ● Google Classroom ● Individual Sophomore English Teacher web pages ● Glencoe 5th course online textbook <p>Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> ● BMI Novel Teacher Unit Guides and Student Packets - <i>The Kite Runner</i> ● Grade 10 Approved Reading List
<p>Equipment Needed</p>	
<p>Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments</p>	

<p>Domain: Writing — Gather relevant information from multiple sources, avoiding plagiarism and using correct citations.</p>		
<p>Cluster: 9-10</p>		
<p>Standards: W.9-10.7, W.9-10.8, W.9-10.2, W.9-10.1</p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>When and how does one acknowledge ideas that are not one’s own?</p>	<p>Students understand that:</p> <p>Plagiarism is the practice of taking someone else’s ideas and passing them off as their own.</p> <p>Writing formats such as APA and MLA are essential to providing accuracy and consistency in writing.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Participate in full class and small group discussion regarding research materials pertinent to research topics. ● Collaboratively examine, in small groups, the text’s call to action.
<p>Content Statements</p>		

<p>Students will be able to:</p> <p>Organize information and citations gathered from a text into a research paper.</p> <p>Use correct citations.</p> <p>Create works cited page.</p> <p>Navigate online tutorials and bibliography related technology.</p>	<p>How to perform online research techniques.</p> <p style="text-align: center;">Sample Questions</p> <p>How do you properly cite outside sources?</p> <p>What is a works cited page?</p> <p>When and how does one acknowledge ideas that are not one's own?</p>	<ul style="list-style-type: none"> ● Analyze literature, non-fiction, and online texts for examples of the author's point of view and/or persuasive arguments. ● Create and maintain a note-taking system for all the works/skills covered this marking period. ● Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. ● Investigate and analyze texts through the use of multiple lenses. ● Engage in a discussion of the texts
<p>Assessments</p>		<p>Teacher Resources</p> <ul style="list-style-type: none"> ● Hudson County Curriculum Consortium ● North Bergen High School Media Center ● Google Classroom ● Individual Sophomore English Teacher web pages ● Glencoe 5th course online textbook <p style="text-align: center;">Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> ● BMI Novel Teacher Unit Guides and Student Packets - <i>The Kite Runner</i> ● Grade 10 Approved Reading List
<p>To show evidence of meeting this benchmark students may:</p> <ul style="list-style-type: none"> ● Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to evaluating the accuracy of sources. ● Create a final research project that is free of plagiarism in any form. ● Provide students with an assessment that tests students' ability to integrate textual evidence within a paragraph. ● Assess students using sample PARCC-like questions 		
<p>Equipment Needed</p> <p>Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments</p>		

Domain: Writing — Consult reference materials both print and digital		
Cluster: 9-10		
Standards: W.9-10.6, W.9-10.7, W.9-10.8		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How does one determine a reliable source?</p> <p>What tools can students use to find specific information within print and digital sources?</p>	<p>Students understand</p> <p>Different types of sources; authoritative, objective current, comprehensive</p> <p>Use of organizational features of both print and digital sources (i.e. keyword searches, library and interlibrary databases)</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Participate in full class and small group discussion regarding research materials pertinent to research topics. • Collaboratively examine, in small groups, the text's call to action. • Analyze literature, non-fiction, and online texts for examples of the author's point of view and/or persuasive arguments. • Create and maintain a note-taking system for all the works/skills covered this marking period. • Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. • Investigate and analyze texts through the use of multiple lenses. • Engage in a discussion of the texts
Content Statements	Sample Questions	
<p>Students will be able to:</p> <p>Determine reliability of print and digital sources.</p> <p>Use media center and chromebooks to gather print and digital reference materials for research.</p>	<p>Which databases (on north Bergen media center website) can we use for subject appropriate research?</p> <p>How does one determine a reliable source?</p>	
Assessments		Teacher Resources
<p>To show evidence of meeting this benchmark students may:</p> <ul style="list-style-type: none"> • Provide a diagnostic assessment of basic understanding of the analyzed sources including but not limited to the different types of sources; authoritative, objective current, comprehensive • Use chromebooks to evaluate students' abilities to navigate digital sources. • Provide students with an assessment that tests students' ability to support claims with research materials. • Assess students using sample PARCC-like questions 		<ul style="list-style-type: none"> • Hudson County Curriculum Consortium • North Bergen High School Media Center • Google Classroom • Individual Sophomore English Teacher web pages • Glencoe 5th course online textbook <p>Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> • BMI Novel Teacher Unit Guides and Student Packets <ul style="list-style-type: none"> - <i>The Kite Runner</i> • Grade 10 Approved Reading List
Equipment Needed		

<p>Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments</p>	
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<p>Domain: 21st Century Life Skills — Demonstrate appropriate application of copyright, fair use and/or Creative commons to an original work</p>		
<p>Cluster: 9-10</p>		
<p>Standards: 8.1.12.D.1</p>		
<p>Essential Questions</p>	<p>Enduring Understandings</p>	<p>Activities, Investigation, and Student Experiences</p>
<p>How does one use technology responsibly and understand its impact on individuals and society?</p> <p>How do licensing requirements impact developers and artists?</p>	<p>Students understand:</p> <p>Ethical and legal behavior regarding intellectual property, which is the manifestation of an original idea such as computer software, music, or literature</p> <p>Creative common licenses allow some creators to retain copyright while allowing others to copy, distribute, and make some use of their work.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Participate in full class and small group discussion regarding research materials pertinent to research topics. • Collaboratively examine, in small groups, the text’s call to action. • Analyze literature, non-fiction, and online texts for examples of the author’s point of view and/or persuasive arguments. • Create and maintain a note-taking system for all the works/skills covered this marking period. • Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. • Investigate and analyze texts through the use of multiple lenses. • Engage in a discussion of the texts
<p>Content Statements</p>	<p>Sample Questions</p>	
<p>Students will be able to:</p> <p>Access both teacher and student resources that demonstrate appropriate application of copyright, fair use and/or Creative commons to an original work</p>	<p>What does copyright and copyright infringement mean?</p> <p>How does one use technology responsibly and understand its impact on individuals and society?</p>	

<p>Demonstrate awareness and distinguish use of copyrighted materials</p>		
<p>Assessments</p>		<p>Teacher Resources</p> <ul style="list-style-type: none"> ● Hudson County Curriculum Consortium ● North Bergen High School Media Center ● Google Classroom ● Individual Sophomore English Teacher web pages ● Glencoe 5th course online textbook <p style="text-align: center;">Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> ● BMI Novel Teacher Unit Guides and Student Packets <ul style="list-style-type: none"> - <i>The Kite Runner</i> ● Grade 10 Approved Reading List
<p>To show evidence of meeting this benchmark students may:</p> <ul style="list-style-type: none"> ● Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to creating a written, video, sound recorded, or other audiovisual work ● Use memes to evaluate understanding of Creative Commons licensing. ● Assess students using sample PARCC-like questions 		
<p>Equipment Needed</p>		
<p>Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments</p>		

Domain: Reading Literature/Informational — Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme; read and comprehend literature including short stories, drama, and poetry		
Cluster: 9-10		
Standards: RL.9-10.3 , RL.9-10.10 , RI.9-10.10		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>What aspects of literature are necessary for a comprehension of short stories, dramas, and poetry?</p> <p>How do complex characters develop over the course of a text? How do complex characters interact with other characters? How do complex characters advance the plot or develop the theme?</p> <p>How are American and European literature both timeless and affected by historical events?</p>	<p>Students understand that:</p> <p>A tragic hero is a character that exhibits serious flaws that lead to a downfall.</p> <p>Many aspects of literature contribute to a complete understanding and comprehension of literature, particularly dramas and plays.</p> <p>Complex characters develop and change over the course of a text and assist in the advancement of the plot and theme.</p> <p>Characters and their actions can be analyzed, interpreted, and understood through various lenses.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Participate in full class and small group discussion regarding the development of complex characters over the course of a text, the interactions of complex characters with other characters, and how complex characters advance the plot or develop the theme. • Collaboratively examine, in small groups, the text’s ability to cover timeless themes and be affected by historical events. • Analyze literature, non-fiction, and online texts for examples of complex characters, i.e. protagonists and antagonists • Create and maintain a note-taking system for all the works/skills covered this marking period. • Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. • Investigate and analyze texts through the use of multiple lenses. • Engage in a discussion of the texts
Content Standards	Sample Questions	
<p>Students will be able to:</p> <p>Discover the role of religion in the ancient Greece.</p> <p>Explore the role of protagonist and antagonist.</p> <p>Explore the purpose of monologues, soliloquies, and asides.</p>	<p>How complex characters develop over the course of text?</p>	
Assessments	Teacher Resources	
	<ul style="list-style-type: none"> • Hudson County Curriculum Consortium 	

<p>To show evidence of meeting this benchmark students may:</p> <ul style="list-style-type: none"> ● Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to literary elements necessary for comprehension of short stories, dramas, and poems. ● Use comprehension and critical thinking questions to evaluate students’ understandings of the text. ● Provide students with an assessment that tests students’ ability to recite and act specified parts of Antigone and/or Julius Caesar. ● Assess students using sample PARCC-like questions 	<ul style="list-style-type: none"> ● North Bergen High School Media Center ● Google Classroom ● Individual Sophomore English Teacher web pages ● Glencoe 5th course online textbook <p style="text-align: center;">Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> ● BMI Novel Teacher Unit Guides and Student Packets <ul style="list-style-type: none"> - <i>The Tragedy of Julius Caesar</i> ● Grade 10 Approved Reading List
<p>Equipment Needed</p>	
<p>Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments</p>	

<p>Domain: Reading Literature/Informational — Read and comprehend historical nonfiction</p>		
<p>Cluster: 9-10</p>		
<p>Standards: RI.9-10.10</p>		
<p>Essential Questions</p>	<p>Enduring Understandings</p>	<p>Activities, Investigation, and Student Experiences</p>
<p>In what ways does the text reflect or respond to historical events?</p> <p>How does historical nonfiction add to the appreciation and understanding of many literary works?</p> <p>How are American and European literature both timeless and affected by historical events?</p>	<p>Students understand that: Religion played a major role in Ancient Greece lifestyle and Greek dramas.</p> <p>Historical figures inspired and encouraged notable authors, like William Shakespeare, to write dramas, short stories, and poetry.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Participate in full class and small group discussion regarding the impact historical events have on literature. ● Collaboratively examine, in small groups, the text’s historical figures, lifestyles and real-world settings. ● Analyze literature, non-fiction, and online texts for examples of religions, customs, and traditions specific to a culture ● Create and maintain a note-taking system for all the works/skills covered this marking period. ● Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage.

<p>Content Statements</p> <p>Students will be able to:</p> <p>Use historical nonfiction to aid in an understanding and comprehension of literature.</p> <p>Explore the roles of various gods in ancient Grecian society.</p>	<p>Sample Questions</p> <p>What is the role of religion in Ancient Greek Society?</p>	<ul style="list-style-type: none"> ● Investigate and analyze texts through the use of multiple lenses. ● Engage in a discussion of the texts
<p>Assessments</p> <p>To show evidence of meeting this benchmark students may:</p> <ul style="list-style-type: none"> ● Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to timeless themes. ● Use historical nonfiction to evaluate real life events. ● Provide students with an assessment that tests students’ ability to explain the impact of historical events and figures on various short stories, dramas, and poems, including but not limited to <i>Antigone</i> and <i>Julius Caesar</i>. ● Assess students using sample PARCC-like questions 		<p>Teacher Resources</p> <ul style="list-style-type: none"> ● Hudson County Curriculum Consortium ● North Bergen High School Media Center ● Google Classroom ● Individual Sophomore English Teacher web pages ● Glencoe 5th course online textbook <p style="text-align: right;">Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> ● BMI Novel Teacher Unit Guides and Student Packets <ul style="list-style-type: none"> - <i>The Tragedy of Julius Caesar</i> ● Grade 10 Approved Reading List
<p>Equipment Needed</p> <p>Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments</p>		

Domain: Speaking & Listening — Collaboratively work to set goals and deadlines for discussion		
Cluster: 9-10		
Standards: SL.9-10.3, SL.9-10.6		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
How can working as a group help to establish manageable goals and expectations for discussion?	Students understand that: Collaborative work along with deadlines can mirror situations in a professional environment Collaborative work fosters self expression Collaborative work requires each member to do their job in order to be effective	To assist in meeting this standard, students may: <ul style="list-style-type: none"> • Participate in full class and small group discussion regarding roles of group members • Collaboratively examine, in small groups, the text’s ability to be interpreted in various ways • Create and maintain a note-taking system for all the works/skills covered this marking period. • Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. • Investigate and analyze texts through the use of multiple lenses. • Engage in a discussion of the texts
Content Statements	Sample Questions	
<p>Students will be able to:</p> <p>Develop responsibility and accountability skills by assigning tasks to group members</p> <p>Discuss various aspects and opinions of a text</p> <p>Complete a group project</p>		
Assessments		Teacher Resources
<p>To show evidence of meeting this benchmark students may:</p> <ul style="list-style-type: none"> • Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to the points discussed in students’ groups • Use group presentation rubric to evaluate effective and successful discussion of goals and deadlines. • Provide students with an assessment that tests students’ ability to work effectively with others • Assess students using sample PARCC-like questions 		<ul style="list-style-type: none"> • Hudson County Curriculum Consortium • North Bergen High School Media Center • Google Classroom • Individual Sophomore English Teacher web pages • Glencoe 5th course online textbook <p style="text-align: center;">Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> • BMI Novel Teacher Unit Guides and Student Packets - <i>The Tragedy of Julius Caesar</i> • Grade 10 Approved Reading List
Equipment Needed		

Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments	
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Domain: Writing — Establish and maintain a formal style and objective tone

Cluster: 9-10

Standards: [W.9-10.1](#), [W.9-10.4](#), [W.9-10.5](#), [L.9-10.2](#)

Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p>How does one establish and maintain a formal style and objective tone?</p>	<p>Students understand that: The research process requires multiple sources of evidence and an effective note taking strategy Research papers and responses are in their own words and also contain proper citation Responses to text should be supported with evidence from the text Student writing should be clear, coherent, and grammatically correct.</p> <p style="text-align: center;">Sample Questions</p> <p>How does one’s objectivity affect the author’s tone?</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> • Participate in full class and small group discussion regarding formal and informal writing • Collaboratively examine, in small groups, the text’s ability or inability to maintain an objective tone. Determine a text’s objectivity or subjectivity. • Analyze literature, non-fiction, and online texts for examples of formal and informal writing styles. • Create and maintain a note-taking system for all the works/skills covered this marking period. • Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. • Investigate and analyze texts through the use of multiple lenses. • Engage in a discussion of the texts
<p style="text-align: center;">Content Statements</p> <p>Students will be able to:</p> <p>Compose formal writing samples.</p> <p>Draft thoughtful responses to Antigone and Julius Caesar.</p> <p>Successfully use databases and other research materials for the purposes of establishing objectivity in student writing.</p>		
<p>Assessments</p>		<p>Teacher Resources</p>
<p>To show evidence of meeting this benchmark students may:</p> <ul style="list-style-type: none"> • Use student-writing samples to determine use of formal writing style. • Use student-writing samples to determine use of objective tone. • Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to author’s style and tone. 		<ul style="list-style-type: none"> • Hudson County Curriculum Consortium • North Bergen High School Media Center • Google Classroom • Individual Sophomore English Teacher web pages • Glencoe 5th course online textbook

<ul style="list-style-type: none"> ● Provide students with an assessment that tests students’ ability to write formally and maintain an objective tone. ● Assess students using sample PARCC-like questions 	<p>Student codes: EBA27D7642 or F54A3F394C</p> <ul style="list-style-type: none"> ● BMI Novel Teacher Unit Guides and Student Packets <ul style="list-style-type: none"> - <i>The Tragedy of Julius Caesar</i> ● Grade 10 Approved Reading List
<p>Equipment Needed</p>	
<p>Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments</p>	

<p>Domain: Language — Demonstrate command of language mechanics</p>		
<p>Cluster: 9-10</p>		
<p>Standards: L.9-10.1, L.9-10.2, W.9-10.5</p>		
<p>Essential Questions</p>	<p>Enduring Understandings</p>	<p>Activities, Investigation, and Student Experiences</p>
<p>Why is it important to demonstrate a command of the English language and mechanics?</p> <p>How does a writer effectively show command of language mechanics?</p>	<p>Students understand that:</p> <p>Language mechanics impact the meaning a of text</p> <p>Proper grammar and punctuation are necessary components of formal writing.</p>	<p>To assist in meeting this standard, students may:</p> <ul style="list-style-type: none"> ● Participate in full class and small group discussion regarding formal and informal writing ● Collaboratively examine, in small groups, the text’s ability or inability to maintain an objective tone. Determine a text’s objectivity or subjectivity. ● Create and maintain a note-taking system for all the works/skills covered this marking period. ● Compare and contrast works of similar cultures for similarities in language structure, theme and literary device usage. ● Investigate and analyze texts through the use of multiple lenses. ● Engage in a discussion of the texts
<p>Content Statements</p>		
<p>Students will be able to:</p> <p>Draft written responses using and editing for proper spelling, punctuation, and capitalization.</p> <p>Analyze a text for an author’s use of language</p>	<p style="text-align: center;">Sample Questions</p> <p>How does the author’s use of language impact the meaning of a text?</p>	

Assessments	Teacher Resources
To show evidence of meeting this benchmark students may: <ul style="list-style-type: none">● Provide a diagnostic assessment of basic understanding of the analyzed texts including but not limited to grammar and vocabulary acquisition.● Use vocabulary words to determine meaning● Provide students with an assessment that tests students’ ability to demonstrate the command of language mechanics.● Assess students using sample PARCC-like questions	<ul style="list-style-type: none">● Hudson County Curriculum Consortium● North Bergen High School Media Center● Google Classroom● Individual Sophomore English Teacher web pages● Glencoe 5th course online textbook <p style="text-align: right;">Student codes: EBA27D7642 or F54A3F394C</p>
Equipment Needed	● BMI Novel Teacher Unit Guides and Student Packets - <i>The Tragedy of Julius Caesar</i>
Internet access, desktop computers and/or laptops, digital projector, projector screen, speakers, textbooks, novels, paper, writing instruments	● Grade 10 Approved Reading List