

Hillsborough Township Public Schools
English Grade 10

| Unit | Essential Questions | Enduring Understandings | NJSLSA | Progress Indicators | Learning Targets | Formative, Summative, and Common Assessments | Interdisciplinary Connections | 21 st Century Connections |
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| Unit I: | <p>What do good readers do?</p> <p>How do authors' choices affect the reader?</p> <p>What is my purpose for writing and how do I develop it?</p> <p>How do I choose the best evidence from a text to support my position?</p> | <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in a text.</p> <p>Readers analyze texts based on the clues given by an author through style, word choice, and text development.</p> <p>Writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas and claims to the reader.</p> <p>Textual evidence should support the claim and make a connection to the thesis.</p> | <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex</p> | <p>Reading Standards Literature</p> <p>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.</p> <p>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.</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative</p> | <p>SWBAT: Provide insights during class discussions/ seminars while following norms.</p> <p>Identify and discuss symbolism throughout a text.</p> <p>Offer and accept peer critiques to strengthen writing.</p> <p>Read closely and find answers explicitly in text and answers that require an inference.</p> <p>Analyze plot to determine a theme.</p> <p>Analyze why authors choose specific words to evoke a particular meaning or tone.</p> <p>Read complex grade level texts.</p> <p>Use reading strategies to help</p> | <p>Formative</p> <p>Socratic seminars/ discussions Close reading /annotations Reading quizzes Outlines/ graphic organizers Peer revising and editing SCRs Worksheets Vocabulary checks Grammar checks</p> <p>Summative</p> <p><i>LOTF</i> Test Expository essay</p> <p>Common Assessments</p> <p>CA 1 Language: Vocabulary in context CA 2: Cold Read: critical views on <i>LOF</i></p> | <p>6.3.12.C.1</p> <p>Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.</p> | <p>CRP4.</p> <p>Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.1 Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning.</p> |

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| | <p>What elements can I include to create varied, complex sentences?</p> <p>How do I effectively communicate with others during class discussions?</p> | <p>Grammatical elements, such as objects, prepositions, verbals, and parts of the sentence, should be utilized to strengthen writing as necessary.</p> <p>Effective communication of ideas when speaking and listening relies on clarity and openness to conflicting opinions while using accountable talk strategies.</p> | <p>ideas and information clearly and accurately through the effective selection, organization, and analysis of content. NJLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJLSA.L1- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively.</p> | <p>and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). <i>Informational</i> 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.9-10.8. 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</p> | <p>understand difficult complex text.</p> <p>Analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader.</p> <p>Analyze and explain how the role of particular sentences, paragraphs, or larger portions of a text helps to develop and refine the author's ideas or claims.</p> <p>Recognize the difference between denotative meanings and connotative meaning.</p> <p>Analyze how different documents address related themes and concepts.</p> <p>Present information maintaining an</p> | | | |
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| | | | | <p>and reasoning.</p> <p>Writing Standards</p> <p>W.9-10.1 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.</p> <p>W.9-10.1 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.</p> <p>W.9-10.1 E. Provide a concluding paragraph or section that supports the argument presented.</p> <p>W.9-10.2 A.</p> | <p>objective tone and formal style that includes introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement/section that supports the information presented.</p> | | | |
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| | | | | <p>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.</p> <p>B. 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.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language and</p> | | | | |
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| | | | | <p>domain-specific vocabulary to manage the complexity of the topic.</p> <p>E. 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. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>9-10.4. W.9-10.4.</p> | | | | |
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| | | | | <p>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.)</p> <p>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.</p> <p>W.9-10.9. 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</p> | | | | |
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| | | | | <p>topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>W.9-10.9.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”).</p> <p>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.</p> <p>Language Standards</p> <p>L1.9-10.1.- Demonstrate command of the</p> | | | | |
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| | | | | <p>conventions of standard English grammar and usage when writing or speaking.</p> <p>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and variety and interest in writing or presentations.</p> <p>L.9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>C. Spell correctly</p> <p>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.</p> <p>A. Vary word choice and sentence structure to demonstrate an understanding of</p> | | | | |
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| | | | | <p>the influence of language. L.9-10.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, 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.</p> <p>Speaking and Listening Standards NJSL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9-10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and</p> | | | | |
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| | | | | <p>persuasively.</p> <p>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.</p> <p>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.</p> <p>C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate</p> | | | | |
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| | | | | <p>others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>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.</p> <p>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.</p> | | | | |
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| Units II & III | How do I effectively generate text to text connections? | Readers generate text to text connections by analyzing similarities and relationships between the purpose and style | NJSLSA.R.1 Read closely to determine what the text says explicitly and to make logical inferences and relevant | <p>Reading Standards</p> <p><i>Literature</i></p> <p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant</p> | <p>SWBAT:</p> <p>Choose several sources and synthesize information to answer the research inquiry.</p> | <p>Formative</p> <p>Outlining</p> <p>Peer revising and editing</p> <p>Writing conferences</p> <p>Annotated bibliography</p> | <p>VPA.1.1.12.C.1</p> <p>Analyze examples of theatre's influence on history and history's influence on theatre in Western and</p> | <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP5. Consider the environmental, social and economic impacts</p> |

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| | <p>What are effective strategies for reading and understanding dramatic literature?</p> <p>How do I integrate quotes from multiple sources?</p> <p>How do I avoid plagiarism using MLA format and citations?</p> | <p>across texts.</p> <p>Readers explore the author’s creation of characterization, use of stage directions and pay attention to the intent in using different forms of dialogue in order to understand dramatic literature.</p> <p>Writers integrate quotes from multiple sources by identifying the underlying point of individual sources and synthesizing information between sources.</p> <p>Avoiding plagiarism depends upon a correct MLA Works Cited page, in-text citations, and correct use of paraphrasing and</p> | <p>connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. NJLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author’s take. NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are</p> | <p>connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RL.9-10.3. 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. 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</p> | <p>Avoid plagiarism by paraphrasing and/ or summarizing research findings.</p> <p>Analyze how complex characters advance the plot of a text via their decision making.</p> <p>Analyze how characters develop through their interactions with others.</p> <p>Read closely and find answers explicitly in text and answers that require an inference.</p> <p>Analyze plot to determine a theme.</p> <p>Analyze why authors choose specific words to evoke a particular meaning or tone.</p> <p>Read complex grade level texts.</p> <p>Use reading strategies to help understand difficult complex</p> | <p>Reading quizzes Vocabulary checks Grammar checks</p> <p>Summative <i>Julius Caesar</i> Performance assessment task Argumentative research essay Test on <i>Julius Caesar</i></p> <p>Common Assessments CA 3 Cold Read: Red Card</p> <p>CA 4 Language: Paragraph Revision</p> | <p>non-Western theatre traditions. 6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern. 6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide. 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 8.1.12.D.1 Demonstrate appropriate application of</p> | <p>of decisions. CRP7. Employ valid and reliable research strategies. 9.3.12.ED.3 Use critical thinking to process educational communications, perspective, policies, and/or procedures. 9.3.12.ED.6 Analyze ethical and legal policies of professional education and training practice.</p> |
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| | <p>How do I effectively use clauses to convey complex thoughts?</p> <p>How do I convey understanding of character through performance?</p> | <p>summarizing skills.</p> <p>Clauses can be used to show contrast, to extend reasoning, to cite information, to clarify, and to vary sentence structure.</p> <p>Conveying an understanding of a character through a performance is done through the performer’s tone of voice, movement and interaction with other characters.</p> | <p>appropriate to task, purpose, and audience. NJLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. NJLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. NJLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. NJLSA.W10. Write routinely over extended time frames (time</p> | <p>outside the United States, drawing on a wide reading of world literature. 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 <i>Landscape with the Fall of Icarus</i>). Informational 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.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing</p> | <p>text.</p> <p>Analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader.</p> <p>Analyze and explain how the role of particular sentences, paragraphs, or larger portions of a text helps to develop and refine the author’s ideas or claims.</p> <p>Recognize the difference between denotative meanings and connotative meaning.</p> <p>Analyze how different documents address related themes and concepts.</p> <p>Present information maintaining an objective tone and formal style that</p> | | <p>copyright, fair use and/or Creative Commons to an original work.</p> | |
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| | | | <p>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.</p> <p>NJSLSA.L3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>NJSLSA.SL6. Adapt a speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p>whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>Writing Standards W.9-10.1. 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.</p> <p>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</p> | <p>includes introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement/section that supports the information presented.</p> | | | |
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| | | | | <p>and concerns.</p> <p>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.</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p> <p>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and</p> | | | | |
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| | | | | <p>information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. 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.</p> <p>B. 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.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create</p> | | | | |
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| | | | | <p>cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>(Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual</p> | | | | |
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| | | | | <p>or shared writing products, taking advantage</p> <p>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.</p> <p>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.</p> <p>W.9-10.8. Gather relevant information from multiple</p> | | | | |
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| | | | | <p>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).</p> <p>W.9-10.9.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”).</p> <p>W.9-10.10. Write routinely over extended time</p> | | | | |
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| | | | | <p>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.</p> <p>Language Standards L.9-10.1.- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and variety and interest in writing or presentations.</p> <p>L.9-10.2.- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>B. Use a colon to introduce a list or</p> | | | | |
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| | | | | <p>quotation.</p> <p>C. Spell correctly</p> <p>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.</p> <p>A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>L.9-10.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> | | | | |
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| | | | | <p>L.9-10.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Analyze nuances in the meaning of words with similar denotations.</p> <p>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</p> <p>Speaking and Listening Standards</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal</p> | | | | |
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| Unit IV: | <p>How does reading historical documents aid my understanding of literature?</p> <p>How do dramatists create character?</p> <p>What vocabulary in context strategies can help me understand author's intent?</p> <p>How can I use narrative strategies</p> | <p>Historical documents demonstrate the prevailing culture and beliefs of a society, which aids in understanding by illuminating the world that gave rise to literary pieces.</p> <p>Dramatists create character through dialogue, stage direction, subtext.</p> <p>Looking for opposites, grammar or structure cues, and familiar words within the same sentence can help decode author's intent.</p> <p>Sequencing, dialogue, narration,</p> | <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJSLSA.W10. Write routinely over extended</p> | <p>Reading Standards <i>Literature</i> 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.9-10.3. 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. RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including</p> | <p>SWBAT: Determine how the time period and point of view of an author affects his/ her perspective on a theme or concept.</p> <p>Analyze how complex characters change over the course of a text.</p> <p>Collaborate in discussion on texts, symbols, and allegory.</p> <p>Take on the perspective of a character using narrative discourses.</p> <p>Read closely and find answers explicitly in text and answers that require an inference.</p> <p>Analyze plot to determine a theme.</p> | <p>Formative Reading quizzes Vocabulary checks Grammar checks worksheets SCRs In- role writing graphic organizers theme charts character portraits Collaborative group work Class discussions</p> <p>Summative Perspective narrative writing <i>Crucible</i> Test</p> <p>Common Assessments CA 5: Language (vocabulary in context) CA 6: Cold Read: Drama <i>Blythe Spirit</i></p> | <p>VPA.1.1.12.C.1 Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions. 6.1.12.A.3.g Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices. 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations. 6.2.12.B.2.a Relate the division of</p> | <p>CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. 9.3.12.ED.5 Demonstrate group collaboration skills to enhance professional education and training practice. 9.3.12.ED.11 Demonstrate group management skills that enhance professional education and training practice.</p> |

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| | <p>to convey understanding of characters' point of view?</p> <p>How can I deploy background knowledge to persuade my audience?</p> <p>What does a good speaker do?</p> | <p>and plot development help to convey understanding of character.</p> <p>Background knowledge from sources such as history, sciences, current events, and literature can help an author persuade his/her audience.</p> <p>Effective speakers use eye contact, body language, fluency, and projection to communicate their ideas.</p> | <p>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.</p> <p>NJSLSA.L6- Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually,</p> | <p>what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).</p> <p>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).</p> <p><i>Informational</i></p> <p>RI.0-19.4. 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</p> | <p>Analyze why authors choose specific words to evoke a particular meaning or tone.</p> <p>Read complex grade level texts.</p> <p>Use reading strategies to help understand difficult complex text.</p> <p>Analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader.</p> <p>Analyze and explain how the role of particular sentences, paragraphs, or larger portions of a text helps to develop and refine the author's ideas or claims.</p> <p>Recognize the difference between denotative meanings and connotative</p> | | <p>European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.</p> <p>6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.</p> <p>6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.</p> <p>6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.</p> | |
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| | | | <p>quantitatively, and orally.</p> | <p>choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). 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.9-10.9. Analyze and reflect (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.</p> | <p>meaning.</p> <p>Analyze how different documents address related themes and concepts.</p> <p>Present information maintaining an objective tone and formal style that includes introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement/section that supports the information presented.</p> | | | |
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| | | | | <p>Universal Declaration of Human Rights, ect.), including how they relate in terms of themes and significant concepts.</p> <p>Writing Standards</p> <p>W.9-10.1. 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</p> | | | | |
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| | | | | <p>and concerns. 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.</p> <p>W.9-10.3. 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.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so</p> | | | | |
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| | | | | <p>that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>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.</p> <p>W.9-10.6. Use technology, including the Internet, to</p> | | | | |
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| | | | | <p>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.</p> <p>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.</p> <p>Language Standards</p> <p>L1.9-10.1.- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>NJSLSA.L2- Demonstrate command of the conventions of standard English</p> | | | | |
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| | | | | <p>capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>C. Spell correctly</p> <p>NJSLSA.L3- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>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.</p> <p>A. Vary word choice and sentence structure to demonstrate an</p> | | | | |
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| | | | | <p>understanding of the influence of language. L.9-10.5- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Analyze nuances in the meaning of words with similar denotations. Speaking and Listening Standards SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. NJSL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and</p> | | | | |
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| | | | | <p>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. 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 conclusion D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new</p> | | | | |
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| Unit | Essential Questions | Enduring Understandings | NJSLSA Anchor Standards | Progress Indicators | Learning Targets | Formative, Summative, and Common Assessments | Interdisciplinary Connections | 21 st Century Connections |
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| Units V & VI: | <p>What techniques do poets use to convey meaning?</p> <p>How do I analyze literary nonfiction?</p> <p>How do I bring multiple works into dialogue with each other in my writing?</p> | <p>Poets use a variety of techniques including figurative language, diction, and style to create meaning in their works.</p> <p>Literary nonfiction is a genre which develops ideas using narrative techniques and should be analyzed through development of claims and ideas.</p> <p>Using theme and literary elements as a bridge between texts creates an effective synthesis of works.</p> | <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. NJSLSA.R8. Delineate and evaluate arguments and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> | <p>Readings Standards <i>Literature</i> 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.9-10.4 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</p> | <p>connections in light of the evidence and reasoning presented.</p> <p>SWBAT: Identify and analyze poetic devices to aid in interpretation of poetry. Synthesize a theme in a formal essay using multiple works. Identify and emulate elements of literary nonfiction. Read closely and find answers explicitly in text and answers that require an inference. Analyze plot to determine a theme. Analyze why authors choose specific words to evoke a particular meaning or tone.</p> | <p>Formative Poetry charts Grammar checks Vocabulary checks Reading quizzes Literary non-fiction write</p> <p>Summative Expository Literary Analysis Multimedia presentation</p> <p>Common Assessments CA 7 Cold Read: Two poems CA 8 Language: Paragraph revision/ structure</p> | <p>6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.</p> | <p>CRP2. Apply appropriate academic and technical skills. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP11. Use technology to enhance productivity. 9.3.12.ED.2 Demonstrate effective oral, written, and multimedia communication in multiple formats and contexts.</p> |

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| <p>How can I emulate authors of literary nonfiction?</p> | <p>Emulating an author's style and purpose are methods used by successful writers in writing literary nonfiction.</p> | <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> | <p>place; how it sets a formal or informal tone). <i>Informational</i> 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.</p> | <p>Read complex grade level texts. Use reading strategies to help understand difficult complex text. Analyze how a text unfolds and determine the impact that the order, development, and/or connections between points have on the reader.</p> | | | |
| <p>How can I use advanced punctuation to create complex sentences?</p> | <p>Semicolons and colons can be incorporated into writing to form complex sentences and the relationships between independent clauses.</p> | <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.W10. 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.</p> | <p>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.</p> | <p>Analyze and explain how the role of particular sentences, paragraphs, or larger portions of a text helps to develop and refine the author's ideas or claims.</p> | | | |
| <p>How do I effectively collaborate with group members to produce the best possible product?</p> | <p>Collaborating with peers on a group project requires effective communication strategies, responsibility on each group member and a clear focus on the final product.</p> | <p>NJSLSA.W10. 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. NJSLSA.L2- Demonstrate command of the conventions of</p> | <p>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</p> | <p>Recognize the difference between denotative meanings and connotative meaning. Analyze how different documents address</p> | | | |

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| | | | <p>standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L4- 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>NJSLSA.L5- Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can</p> | <p>drawn between them.</p> <p>RI.0-19.4. 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).</p> <p>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).</p> <p>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</p> | <p>related themes and concepts.</p> <p>Present information maintaining an objective tone and formal style that includes introduction that previews what is to follow, supporting details, varied transitions, and a concluding statement/section that supports the information presented.</p> | | | |
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| | | | <p>follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> | <p>purpose.</p> <p>Writing Standards</p> <p>W.9-10.2. A. 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.</p> <p>B. 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.</p> <p>C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships</p> | | | | |
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| | | | | <p>among complex ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>E. 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. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>W.9-10.3. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines,</p> | | | | |
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| | | | | <p>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.</p> <p>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.)</p> <p>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.</p> <p>W.9-10.9. Draw</p> | | | | |
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| | | | | 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”). W.9-10.10. Write | | | | |
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| | | | | <p>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.</p> <p>Language Standards NJLSA.L2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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. C. Spell correctly NJLSA.L4-</p> | | | | |
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| | | | | <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>L.9-10.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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)</p> <p>NJSLSA.L5- Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.9-10.5- Demonstrate</p> | | | | |
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| | | | | <p>understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>NJSLSA.L6- Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> <p>L.9-10.6- Acquire and use accurately general academic and domain-specific words and phrases, sufficient</p> | | | | |
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| | | | | <p>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</p> <p>Speaking and Listening Standards</p> <p>SL.9-10.1.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.</p> <p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively,</p> | | | | |
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| | | | | <p>qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>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.</p> <p>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.</p> | | | | |
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