

**Union County Educational Services Commission
High School Course Syllabus**

Title: English I

Timeline: Full Year; 5 Credits

Course Description:

In this course, students will develop reading and writing skills that align with the New Jersey Student Learning Standards. Students will read a variety of texts--including excerpts from novels, short stories, poems, plays, and informational articles and documents. Students will engage in independent reading based on interest and reading level. Students will also compare works of literature to other forms of multimedia, including art and film. This course will also focus on students' development in writing narrative, argumentative, and explanatory pieces.

Course Outline:

- I. Narrative Writing and Fiction
- II. Persuasive Writing and Nonfiction
- III. Analytic Writing and Poetry
- IV. Independent Reading
- V. Online Reading Remediation

Refer to the attached curriculum map for a detailed outline of course objectives.

Curriculum Alignment:

New Jersey Student Learning Standards - English
PARCC Evidence Tables

Grading Procedures:

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

Adoption Date:

Union County Educational Services Commission
Curriculum Mapping Format: English I

	Unit I	Unit II	Unit III
Length of Unit	13 Weeks (September-December)	13 Weeks (January-March)	13 Weeks (April-June)
Writing Focus	Narrative and Analytic Writing	Argumentative and Informational Writing	Analytic and Argumentative Writing
Reading Focus ¹	Short Stories Novel Study	Non-Fiction United States Historical Documents	Poetry Plays
Reading Skills	<p>Close Reading</p> <p>Annotation to identify textual evidence</p> <p>Identify and analyze theme</p> <p>Analyzing author’s use of:</p> <ul style="list-style-type: none"> ● Dialogue ● Pacing ● Word choice ● Mood ● Tone ● Figurative language <p>Characterization</p> <p>Identify Point of View</p> <p>Identify and analyze conflict</p> <p>Identify cultural experience from world literature</p> <p>Apply historical knowledge to a piece of literature</p> <p>Compare and contrast two pieces of writing</p>	<p>Close Reading</p> <p>Point of view</p> <p>Annotation to identify textual evidence</p> <p>Make Inferences</p> <p>Summarize</p> <p>Identify Main Idea and Central Idea</p> <p>Identify Point of View</p> <p>Understand the importance of sequencing in making meaning</p> <p>Identify cultural experience from a non-U.S. text</p> <p>Determine how the author advances the point of view or purpose</p> <p>Analyze U.S. documents and how they address themes and concepts</p> <p>Determine the validity of claims presented by an author</p> <p>Compare and contrast two pieces of writing</p>	<p>Close Reading</p> <p>Annotation to identify textual evidence</p> <p>Compare and contrast two pieces of writing</p> <p>Characterization</p> <p>Point of View</p> <p>Identify and Analyze:</p> <ul style="list-style-type: none"> ● Tone ● Figurative, Connotative, and Technical Meaning ● Meaning through context ● Impact of word choice on meaning <p>Sequence of Events (including non-chronological sequencing)</p> <p>Purpose of sequencing</p>
Writing Skills	Determine how to sequence the events of a narrative	Write arguments to support claims Write informative texts to explain complex ideas	Write arguments to support claims Analyze details and explain how they prove

¹ Students will read excerpts from all genres each marking period as a supplement to the Unit Reading Focus. Reading material will increase throughout the year in complexity based on the student’s reading level. (RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.)

	<p>Purposefully sequence events to add to meaning and narrative effect</p> <p>Utilize narrative techniques in writing (dialogue, pacing, description, character)</p> <p>Writing conclusions for narrative</p> <p>Revising</p> <p>Utilize elements of fiction in writing</p> <p>Clear and concise writing</p> <p>Revising & Editing</p>	<p>Outlining</p> <p>Create and develop thesis/claim</p> <p>Citing textual evidence</p> <p>Sequencing</p> <p>Analyzing evidence to support claims</p> <p>Writing counterclaims and supporting them with evidence</p> <p>Writing in a formal and objective tone</p> <p>Writing conclusion statements</p> <p>Compare multiple texts and/or media in writing using textual analysis and details</p> <p>Clear and concise writing</p> <p>Revising & Editing</p>	<p>the claim</p> <p>Compare multiple texts and/or media in writing using textual analysis and details</p> <p>Analyze development of a complex text</p> <p>Use transitions in writing</p> <p>Use content specific vocabulary correctly</p> <p>Using formal or informal writing in the correct situation</p> <p>Creative Writing</p> <p>Clear and concise writing</p> <p>Revising & Editing</p>
Target Standards Reading	<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.9-10.3. - 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.</p> <p>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.</p>	<p>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>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>RI.9-10.3. - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4. - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</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</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.9-10.3. - 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.</p> <p>RL.9-10.4. - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>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</p>

	<p>mystery, tension, or surprise).</p> <p>RL.9-10.6. - Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>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>).</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>(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 purpose.</p> <p>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.</p> <p>RI.9-10.8. - Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning, reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RI.9-10.9. - Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p>	<p>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>Target Standards Writing</p>	<p>W.9-10.3. - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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>W.9-10.1. - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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>A. 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</p>	<p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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>A. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for</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 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.9-10.4. - 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.9-10.6. - 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</p>	<p>limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>B. 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>C. 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>D. 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 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 cohesion, and clarify the relationships</p>	<p>each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>B. 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>C. 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>D. Provide a concluding paragraph or section that supports the argument presented.</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.9-10.6. 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</p>
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	<p>information flexibly and dynamically. W9-10.10 - 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>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.</p> <p>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.9-10.4. - 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.9-10.6. - 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>information flexibly and dynamically. W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 9–10 Reading standards</i> 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]”).</p> <p>B. Apply <i>grades 9–10 Reading standards</i> 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>W9-10.10 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>
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