

[NJSLA Grade 9-10](#)

Marking Period		Unit Title	Recommended Instructional Days
2		Injustice as a Vehicle for Change	45 days
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLA-ELA within Unit	
<i>Progress Indicators for Reading Literature Key Ideas and Details</i> RL.9-10.1. RL.9-10.2. RL.9-10.3. <i>Craft and Structure</i> RL.9-10.4. RL.9-10.5. RL.9-10.6. <i>Integration of Knowledge and Ideas</i> RL.9-10.7. RL.9-10.8. RL.9-10.9. <i>Range of Reading and Level of Text Complexity</i> RI.9-10.10.	<i>Progress Indicators Informational Text Key Ideas and Details</i> RI.9-10.1. RI.9-10.2. RI.9-10.3. <i>Craft and Structure</i> RI.9-10.4. RI.9-10.5. RI.9-10.6. RI.9-10.7. RI.9-10.8. RI.9-10.9. <i>Range of Reading and Level of Text Complexity</i> RI.9-10.10.		
Companion Standards Subject:	Writing Strand:		
<i>Progress Indicator:</i> <i>Key Ideas and Details</i> RH.9-10.1. RH.9-10.2. RH.9-10.3. <i>Craft and Structure</i> RH.9-10.4. RH.9-10.5. RH.0-10.6.	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. W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective	Essential Question/s: <ul style="list-style-type: none"> ● How does society influence and shape individuals? ● How can racism and stereotyping create social discord? ● What are the positive and negative aspects of nationalism? ● How are stereotypes formed? Are they valid? ● Can religious/political views be used to foster discrimination? How can it be fought against? ● Do large groups (companies/ countries, etc.) have an obligation to their people/workers? How so? 	

<p><i>Integration of Knowledge and Ideas</i> RH.9-10.7. RH.9-10.8 RH.9-10.9. <i>Range of Reading and Level of Text Complexity</i> RH.9-10.10.</p>	<p><i>selection, organization, and analysis of content.</i></p> <p><i>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.</i></p> <p><i>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>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</i></p>	<ul style="list-style-type: none">• What is a government's/company's role in fostering equality and a fair environment?• Can history repeat itself? <p><u>Learning Targets:</u> <i>Students will know</i></p> <ul style="list-style-type: none">• Text-specific vocabulary and literary devices –stereotyping, bigotry, social norms, nationalism, capitalism• Different types of social injustices in the world, and who can cause them (citizens, companies, government, etc.)• Different methods for citizens to fight social injustice (voting, demonstrations, boycotts, etc.) <p><i>Students will be able to</i></p> <ul style="list-style-type: none">• Use text-specific vocabulary and literary devices• Analyze specific causes of social injustice/oppression• Discuss how people in history have worked to change society and cite how their actions impact the present.• Discuss injustices that remain in society today and methods to combat them.• Interpret the value and validity of a citizen's actions in fighting injustice.• Understand how stereotypes and boundaries are constructed and myths and urban legends are created. <p><u>Unit Enduring Understanding:</u></p> <ul style="list-style-type: none">• History can repeat itself if citizens become complacent.• Fighting for equality/inclusiveness is ultimately the duty of citizens and the government that represents those citizens.• Bigotry (racism, stereotyping) serves as a lever to divide citizens from each other, and is often taught by older generations.• Inclusiveness in one group may have the prerequisite of excluding others, for better or worse.
---	---	---

	<p><i>inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i></p> <p><i>W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</i></p> <p><i>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</i></p> <p><i>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.</i></p>	<ul style="list-style-type: none"> ● Nationalism can serve to bolster a country’s morale or identity, but taken too far, it can exclude citizens or deny them equal rights. ● Stereotypes may propagate bigoted ideas and create social discord via exclusion of those who are perceived as different. ● Fighting discrimination may be assisted and propped up via legal changes to current systems. <p><u>Anchor Text(s):</u> <i>To Kill a Mockingbird by Harper Lee (Level A and Level B)</i></p> <p><u>Learning Activities</u></p> <ul style="list-style-type: none"> ● Activate/Build Prior Knowledge <ul style="list-style-type: none"> ○ Pre-reading research activity related to historical background information and setting. ● In-text annotations and close-reading activities (pulling passages from the text) ● Characterization activities <ul style="list-style-type: none"> ○ Body biography activity related to Scout or other main characters in the novel. ○ Close Reading Characterization Activity related to Boo Radley in Chapter 1. ○ Graphic organizers related to character motivations. ● Discussion questions for assigned chapters ● Close Reading Activities related to important passages ● Courtroom Activity: Ask students to pick a judge, prosecutor, defense attorney, defendants, jury, and courtroom observers. Design a Reader’s Theater and have the class re-enact the trial. ● Discuss the setting by having students create a visual representation. ● Small and large group discussions about key topics and themes. ● Critically read and analyze literature for the way events in a character or person’s life influences his/her point of view. ● Direct instruction about pertinent historical background necessary to the selected texts. ● Reading and discussing literature together in order to practice reading strategies such as making connections (think aloud, guided
<p>Speaking and Listening Strand:</p>	<p>Language Strand:</p>	
<p><i>Progress Indicators for Speaking and Listening</i> <i>Comprehension and Collaboration</i> <i>SL.9-10.1.</i> <i>SL.9-10.2.</i></p>	<p><i>Progress Indicators for Language</i> <i>L.9-10.1</i> <i>L.9-10.2</i> <i>L.9-10.3</i> <i>L.9-10.4</i></p>	

<p><i>SL.9-10.3.</i> <i>Presentation of Knowledge and Ideas</i> <i>SL.9-10.4.</i> <i>SL.9-10.5.</i> <i>SL.9-10.6.</i></p>	<p><i>L.9-10.5</i> <i>L.9-10.6</i></p>	<p>reading and independent reading)</p> <ul style="list-style-type: none"> ● Independent reading (sustained silent reading at the beginning or end of class period) ● Note taking for specific purposes ● Flipped lessons on Blendspace, EdPuzzle, Google Sites, and other various online platforms ● Discuss and identify themes in the novel. ● Identify different types of conflict by having students make claims and cite textual evidence.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<p><u>Writing Activities:</u></p>
<ul style="list-style-type: none"> ● Self- Awareness ● Self- Management ● Social Awareness ● Responsible Decision-Making ● Relationship Skills 	<p><u>Self- Awareness</u></p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize one’s personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges <p><u>Self- Management</u></p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors ● Recognize the skills needed to establish and achieve personal and educational goals ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals <p><u>Social Awareness</u></p>	<ul style="list-style-type: none"> ● Research Simulation Task - Students will analyze an informational topic through several articles or multimedia stimuli. Students will read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay. <ul style="list-style-type: none"> ○ Suggested Task: Students will read informational text articles related to social injustice and complete RST writing activity. Some events can include: segregation in schools, equal gender rights and same-sex marriage. ● Narrative Writing Task - Students will work with one main literary text. Students will read the text, answer questions, and write a narrative response that draws on the text. <ul style="list-style-type: none"> ○ Suggested Task: Have students imagine they are Boo Radley at the end of Chapter 8. In his voice, write a diary entry of what is happening from Boo’s point of view. ○ Suggested Task: Atticus tells Scout that you “never really understand a person until you consider things from his point of view – until you climb into his skin and walk around in it.” Have students become one of the following characters and narrate a specific event from the novel in his/her voice and from their point of view: Boo Radley, Atticus, Mrs. Dubose, Tom Robinson. ○ Suggested Task: Have students write a news article for “The Maycomb Gazette” just after the trial of Tom Robinson. ○ Suggested Task: Scout and Jem have inherited a legacy of values from their father. Have students put themselves in

	<ul style="list-style-type: none"> Recognize and identify the thoughts, feelings, and perspectives of others Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds Demonstrate an understanding of the need for mutual respect when viewpoints differ Demonstrate an awareness of the expectations for social interactions in a variety of settings <p><u>Responsible Decision-Making</u></p> <ul style="list-style-type: none"> Develop, implement, and model effective problem-solving and critical thinking skills Identify the consequences associated with one's actions in order to make constructive choices Evaluate personal, ethical, safety, and civic impact of decisions <p><u>Relationship Skills</u></p> <ul style="list-style-type: none"> Establish and maintain healthy relationships Utilize positive communication and social skills to interact effectively with others Identify ways to resist inappropriate social pressure Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 	<p>the shoes of either character into adulthood and write a letter thanking Atticus for the specific lessons you learned from him.</p> <ul style="list-style-type: none"> Literary Analysis - Students will analyze two texts that include some commonality. Students will read the text, answer questions, and write an analysis of the texts based on their commonalities. <ul style="list-style-type: none"> Suggested Task: Compare/Contrast two poems by Maya Angelou. Suggested Task: Atticus says, "Mr. Cunningham's basically a good man; he just has his blind spots." Compare two characters (and passages) from the text and analyze both characters' blind spots in the novel. <p><i>Supplementary Texts for To Kill a Mockingbird:</i></p> <ul style="list-style-type: none"> "The Pit and the Pendulum" by Edgar Allan Poe (short story) "The Pedestrian" by Ray Bradbury "The Story of an Hour" by Kate Chopin (short story) "The Yellow Wallpaper" by Charlotte Perkins Gilman (short story) (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) "Harlem" by Langston Hughes (poem) (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) "Geraldo No Last Name" by Sandra Cisneros (excerpt) "Still I Rise" by Maya Angelou (poem) (Amistad Law: N.J.S.A. 18A 52:16A-88) "Caged Bird" by Maya Angelou (poem) "No News From Auschwitz" by A.M. Rosenthal (non-fiction) (Holocaust Law: N.J.S.A. 18A:35-28) "12 Years a Slave" by Solomon Northup (Amistad Law: N.J.S.A. 18A 52:16A-88) "The Immortal Life of Henrietta Lacks" by Rebecca Skloot "Denied, Detained, Deported" by Ann Bausum "Port Chicago 50" by Steve Sheinkin "New Jim Crow Laws" by Michelle Alexander (The New Yorker) (Amistad Law: N.J.S.A. 18A 52:16A-88) "Radium Girls" by Kate Moore (excerpt) "Brown vs. Education of Topeka"
--	---	--

	<ul style="list-style-type: none">• Identify who, when, where, or how to seek help for oneself or others when needed	<ul style="list-style-type: none">• “EPA Report Shows Disproportionate Impacts of Climate Change on Socially Vulnerable Populations in the US” (informational text article from US Environmental Protection Agency) (Standards in Action: Climate Change)• “Gloria Steinem’s Testimony on Equal Rights Amendment” (Commonlit) (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)• “Same Sex Marriage Ruling Creates New Constitutional Liberty” (informational text article) (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) <p>Independent Reading Texts: Student selected book of choice</p> <p>Interdisciplinary Connections: Content: NJSLA:</p> <ul style="list-style-type: none">• Suggested Visual and Performing Arts Resources for Content- Area Integration<ul style="list-style-type: none">○ Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.○ Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.○ Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.• Suggested Science Resources for Content-Area Integration<ul style="list-style-type: none">○ HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.• Suggested Math Resources for Content-Area Integration<ul style="list-style-type: none">○ MP.2 Reason abstractly and quantitatively. (HS-LS4-1)• Suggested Social Studies Resources for Content-Area Integration<ul style="list-style-type: none">○ -6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority
--	--	---

		groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<u>Formative Assessments:</u> <ul style="list-style-type: none"> ● Close readings of textual excerpts in order to practice reading strategies, conduct guided reading or analyze the text for literary elements. ● Graphic organizers for analyzing themes, rhetorical devices and other unit specific items over extended periods of time and collecting information for essays. ● Literary Devices: Analyze in a particular text a variety of literary devices and compile evidence of understanding into a displayable folder or Google Doc. ● Vocabulary-Examine passages from the text and have students use context clues to identify the meaning of words. ● Use Padlet or Schoology discussion boards to formulate class discussions ● Reader Response Journal or Reading Logs ● Reading Comprehension Quizzes ● Class-run debates ● Class discussions using various online resources ● Prose-constructed responses ● Alternative Assessments (projects, student portfolios) 		<u>Benchmarks:</u> <ul style="list-style-type: none"> ● Ongoing assessments based on standards addressed ● Grade 10 Diagnostic and District Assessments <u>Summative Assessments:</u> <ul style="list-style-type: none"> ● Text-based tests and assessments ● Group projects ● Multimedia presentations ● Research Simulation Task Essays, Narrative Writing, and Literary Analysis Essays 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Print version of the text 	<ul style="list-style-type: none"> ● Modified Version of Texts ● Audio of Text 	<ul style="list-style-type: none"> ● Spanish language version of the text (when available) 	<ul style="list-style-type: none"> ● Group and individual presentations of chapters, connections to popular

			culture, reflective journals, blogs, poetry
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Schoology ● Google Chrome ● Google Drive ● Google Sites ● Smartboard ● Newsela ● CommonLit ● Khan Academy ● Vocabulary.com ● Quizlet ● Blendspace ● Padlet ● PearDeck ● NoRedInk ● EdPuzzle ● New York Times Learning Network ● TedEd ● IXL <p>Other:</p> <ul style="list-style-type: none"> ● Books, Whiteboard, Document Camera, notebooks 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● <i>To Kill a Mockingbird by Harper Lee</i> 	<ul style="list-style-type: none"> ● Vocabulary: Circulate around the room and support students as they write their sample sentences. Provide visual glossary on an anchor chart to scaffold. Dissect 	<ul style="list-style-type: none"> ● Linguistics: Use sound and phonics transfer charts and lessons to identify where transfer of sounds occurs for English learners from students' native languages into English. Review 	<ul style="list-style-type: none"> ● Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation.

	<p>sentences together. Reading: Work directly with students to read and annotate text. Model annotation for the first one or two paragraphs. Then, allow students to finish annotating with partners or in groups. Review Prompt and Rubric: Work directly with students as a group to review prompts and rubrics. Prewriting: Work directly with students to begin planning their responses. Project a graphic organizer or outline and complete as a group. Discussion: Work directly with students as a group. Use a discussion guide and speaking frames to facilitate the discussion.</p>	<p>vocabulary words and parts of speech in figuring out meaning.</p> <ul style="list-style-type: none"> ● Grammar Transfers: Use grammar transfer charts to address common mistakes that some English learners make in speaking and writing when they transfer grammatical forms from their native languages into English. Allow use of charts for grammar lessons and oral communication activities. Use of IXL. ● Cognates: Cognate strategy instruction helps students whose first language shares cognates with English draw on their first language knowledge by teaching how to use cognate knowledge. Provide opportunities for English language learners to find cognates in authentic text and compare meanings with their native language. 	<p>Provide opportunities for student driven instruction.</p> <ul style="list-style-type: none"> ● Organizational/Behavioral Strategies: Establish a timeline for long-range projects ● Motivational Strategies: Provide fewer drill and practice activities when material is learned. Give students choices of activities in learning the content. Allow the student to ‘buy’ time for self-directed activities after material is learned. ● Assessment Strategies: Give a pretest to allow the student to demonstrate mastery. Provide self-checking materials. Provide tests at a higher level of thinking. ● Environmental Strategies: Arrange for a mentor to work with the student in the interest area. Cluster group gifted/talented students by areas of strength in the classroom. Allow independent use of library.
--	--	--	---

<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> ● Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers. ● Solutions to the problems faced by a global society require the contribution of individuals with different points of view and

		<p>experiences.</p> <ul style="list-style-type: none"> • In order for members of our society to participate productively, information needs to be shared accurately and ethically. • Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. • Innovative ideas or innovation can lead to career opportunities.
	<i>Performance Expectation/s:</i>	<p>-9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</p> <p>-9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.II.IPERS.7, 8.2.12.ETW.3).</p> <p>- 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSENT.2).</p> <p>-9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>-9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> • Act as a responsible and contributing community member and employee. • Consider the environmental, social and economic impacts of decisions. • Demonstrate creativity and innovation. • Utilize critical thinking to make sense of problems and persevere in solving them. 	

Content Area: English Language Arts (NJSLS-ELA) Grades 6 - 12
Grade: 10

Dev. Date:
1/2022

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
---	---	---	---	---	---	---	--	---	---