

[NJSLs Grades 9-10 ELA](#)

Marking Period		Unit Title	Recommended Instructional Days
2		Informative and Advertising/Media (HCC Course for Freshmen)	45 days
Reading Literature Text Strand:	Reading Informational Text Strand:	<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-ELA within Unit</p>	
<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.9-10.6.	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"> Why is it essential to think about the culture of the audience before presenting them with information? How can informative speeches also be entertaining? What is the role of the advertising industry? What specifically do ad agencies do and for what purpose? How are advertising campaigns developed? What businesses have caused financial destruction with their unethical acts? What ethical decisions have you made that affect others? 	

<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</i> <i>Complexity</i> RH.9-10.10.</p> <p><i>This course satisfies the following National Communication Association (NCA) Learning Outcomes in Communication (LOC):</i> LOC# 2- <i>Employ Communication Theories, Perspectives, Principles, and Concepts.</i> LOC #4- <i>Create Messages Appropriate to the Audience, Purpose, and Context.</i> LOC #5- <i>Critically Analyze Messages.</i> LOC #6 – <i>Demonstrate the Ability to Accomplish Communicative Goals</i> LOC #7- <i>Apply Ethical Communication Principles and Practices.</i> LOC #8- <i>Utilize Communication to Embrace Differences</i></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>	<p><u>Learning Targets:</u> <i>Students will know</i></p> <ul style="list-style-type: none"> • How to analyze commercials, ads, music videos and other forms of media. Identify use of logos, ethos, pathos. • How to view and analyze media for emotion and purpose. • Write and present student-created commercials and ads. • Student driven discussion on advertising, persuasion and manipulation of the audience; compare and contrast each. • How to analyze media and show how/why it is effective. • How to write an outline that is both effective and engaging. • The differences between informative and persuasive speeches and why both are essential. • How to word, rehearse and present speeches. • The importances of presentation aids in delivering effective speeches. <p><i>Students will be able to</i></p> <ul style="list-style-type: none"> • Analyze, critique and understand how and when the advertising business came to be. • Understand what an effective ad/commercial entails in order to sell a product. • Realize and understand that when selling a product, one is also selling an idea/lifestyle/way of life. • Research and report on the most famous advertising executives, slogans, ads, and commercials. • Understand the art of advertising and the effect it can have on an audience and how profitable an effective ad can be to a company (example: Superbowl commercials). • Analyze how certain commercials are played during specific time frames in order to cater to a particular audience. • View, critique and analyze commercials and explore what populations are targeted, how they are targeted and what elements of the ad are effective. • Acknowledge the relationship between media, advertising and marketing.
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	<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"> Analyze and view ads that have had both a negative impact and positive impact on our society (i.e. cigarette ads of the 1960's vs. truth anti-smoking ads of today). <p><u>Unit Enduring Understanding:</u></p> <ul style="list-style-type: none"> The importances of persuasion in speeches. Plan and prepare speeches that inform or persuade. Use presentation aids to enhance your speeches Outline speeches in a logical fashion Conduct meaningful research on a variety of topics Analyze audience and design speeches to reflect your analysis Evaluate speeches based on a variety of verbal and nonverbal criteria Listen effectively, regardless of your interest in the subject matter Understand and explain the communication process Recitation of poetry and/or monologues <p><u>Anchor Text(s):</u> <i>The Essential Elements of Public Speaking, 6th ed. by Joseph A. DeVito</i></p> <p><u>Learning Activities</u></p> <ul style="list-style-type: none"> Activate/Build Prior Knowledge Reading assignments (explore and write brief responses on topics that address issues in literature and present time) related to chapters 5-7. Peer feedback (teach students to give their peers constructive criticism, using rubric and peer review sheets). Reading assignments (explore and write brief responses on topics that address issues in literature and present time) Discussion questions (thought-provoking, higher critical thinking skills) Reader's response (to monitor comprehension)
Speaking and Listening Strand:	Language Strand:	
<p><i>Progress Indicators for Speaking and Listening</i></p> <p><i>Comprehension and Collaboration</i></p> <p><i>SL.9-10.1.</i></p> <p><i>SL.9-10.2.</i></p>	<p><i>Progress Indicators for Language</i></p> <p><i>L.9-10.1</i></p> <p><i>L.9-10.2</i></p> <p><i>L.9-10.3</i></p> <p><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>	<ul style="list-style-type: none"> • Anecdotal Records (Can conduct during reading) • Texts annotations (record on Google Docs, teach annotating strategies using sample annotated text) • Peer/Self- Assessment (use rubrics and require students to make written comments and collaborate during the essay revision process) • Write informative speeches on topics given to students in class as well as on topics of their choice. • Analyze commercials, ads, music videos and other forms of media. Identify use of logos, ethos, pathos. • View and analyze media for emotion and purpose. • Read and understand suggested texts. • Write and present student-created commercials and ads. • Identify use of logos, ethos, pathos in student work. • Student driven discussion on advertising, persuasion and manipulation of the audience; compare and contrast each. • View short clips from the show Mad Men on the process of coming up with an ad idea, what goes into creating the ad, and how/why it is effective. • View clips from the show Shark Tank and observe public speaking skills and advertising tips from experts who have years of ad and marketing experience. • Collaborative Activities (vocabulary games on Vocabulary.com/Quizlet.com). • Quizzes (monitor comprehension) • Socratic Seminar (Can use fishbowl method) • Develop and revise main points in speeches. • Utilize presentation aids to reduce stress and formulate effective speeches.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></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>	<p>Supplementary Texts and Videos:</p> <ul style="list-style-type: none"> • "10 Ways to Have a Better Conversation" by Celeste Headlee (Ted Talk) • "5 Ways to Listen Better" by Julian Treasure (Ted Talk) • "How to Speak So That People Want to Listen" by Julian Treasure (Ted Talk)

	<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 	<ul style="list-style-type: none"> ● "Argument, Bias and Persuasion Text Set" (Commonlit) LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 and Holocaust Law: N.J.S.A. 18A:35-28 ● "The Danger of a Single Story" by Chimamanda Ngozi Adichie (Ted Talk) Amistad Law: N.J.S.A. 18A 52:16A-88 and Diversity & Inclusion: N.J.S.A. 18A:35-4.36a <p>Interdisciplinary Connections: Content: NJSLS:</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.
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	<ul style="list-style-type: none">Identify who, when, where, or how to seek help for oneself or others when needed		
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>	
Formative Assessments: <ul style="list-style-type: none">Close readings of textual excerptsFeedback (both peer and teacher feedback using rubrics and peer review sheets)Higher level thinking discussion questionsReading assignmentsBrief written responses that address given and chosen topics.Reader Response Journal or Reading LogsReading Comprehension QuizzesCollaborative activitiesText annotationsClass-run debatesClass discussions using various online resourcesAlternative Assessments (projects, student portfolios)		Benchmarks: <ul style="list-style-type: none">Ongoing assessments based on standards addressedGrade 9 Diagnostic and District Assessments Summative Assessments: <ul style="list-style-type: none">Written informative and persuasive speechesText-based tests and assessmentsMultimedia presentations	
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none">Digital version of the text	<ul style="list-style-type: none">Modified Version of TextsAudio 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 making connections to popular culture, reflective journals, blogs, poetry.
Supplemental Resources			
Technology: <ul style="list-style-type: none">SchoologyGoogle Chrome			

- Google Drive
- Google Slides
- Google Sites
- Smartboard
- CommonLit
- WIKI
- Khan Academy
- Vocabulary.com
- Quizlet
- Blendspace
- Padlet
- PearDeck
- NoRedInk
- EdPuzzle
- New York Times Learning Network
- TedEd
- Goformative
- Polleverywhere
- Socrative.com

Other:

- Books, Whiteboard, Document Camera, notebooks

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

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>The Essential Elements of Public Speaking</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 sentences together. Reading: Work directly with students to read and 	<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 vocabulary words and parts of speech in figuring out meaning. • Grammar Transfers: Use grammar transfer charts to 	<ul style="list-style-type: none"> • Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation. Provide opportunities for student driven instruction. • Organizational/Behavioral Strategies: Establish a

	<p>annotate text. Model annotation for the first one or two paragraphs. Then, allow students to finish annotating with partners or in groups.</p> <p>Review Prompt and Rubric: Work directly with students as a group to review prompts and rubrics.</p> <p>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>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.</p> <ul style="list-style-type: none"> ● 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>timeline for long-range projects</p> <ul style="list-style-type: none"> ● 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.
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	<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 experiences. ● 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

		<p>the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <ul style="list-style-type: none"> 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.IL.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.PRSNT.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. 	

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

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>		Standards in Action: <i>Climate Change</i>
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Content Area: English Language Arts (NJSL-ELA) Grades 6 - 12
Grade: 9

Dev. Date:
9/2022