

NJSLS Grades 9-10 ELA

Marking Period		Unit Title	Recommended Instructional Days
3		Rhetoric and the Art of Entertainment (HCC Course for Freshmen)	45 days
<b>Reading Literature Text Strand:</b>	<b>Reading Informational Text Strand:</b>	<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit</b></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.		
<b>Companion Standards Subject:</b>	<b>Writing Strand:</b>		
<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.	<i>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.</i>  <i>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective</i>	<b>Essential Question/s:</b> <ul style="list-style-type: none"> <li>Why is rhetoric an important part of public speaking?</li> <li>How does the history of rhetoric influence our modern day understanding of public speaking?</li> <li>In what ways can public speaking be used to manipulate and influence an audience?</li> <li>Why is it essential to gain a level of comfort when speaking publicly?</li> <li>How can we entertain our audience while also getting our point across?</li> </ul>	

<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>This course satisfies the following National Communication Association (NCA) Learning Outcomes in Communication (LOC):</i> LOC# 2- Employ Communication Theories, Perspectives, Principles, and Concepts. LOC #4- Create Messages Appropriate to the Audience, Purpose, and Context. LOC #5- Critically Analyze Messages. LOC #6 – Demonstrate the Ability to Accomplish Communicative Goals LOC #7- Apply Ethical Communication Principles and Practices. LOC #8- Utilize Communication to Embrace Differences</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"> <li>• How can we be more inclusive in our speech writing?</li> <li>• Why is it essential to be culturally aware and sensitive when writing our speeches?</li> <li>• What is ethos, pathos and logos and how are these terms vital in producing effective speeches?</li> </ul> <p><b><u>Learning Targets:</u></b></p> <p><i>Students will know</i></p> <ul style="list-style-type: none"> <li>• How to understand the art of storytelling and how it affects human emotion.</li> <li>• How to read and understand suggested texts.</li> <li>• Write and present student-created commercials and ads.</li> <li>• Identify use of logos, ethos, pathos in student work.</li> <li>• Student driven discussion on advertising, persuasion and manipulation of the audience; compare and contrast each.</li> <li>• How to analyze media and show how/why it is effective.</li> <li>• How to write an outline that is both effective and engaging.</li> <li>• The differences between informative and persuasive speeches and why both are essential.</li> <li>• How to listen properly and become an active listener.</li> <li>• The importance of active listening to become a better speaker.</li> <li>• Why persuasion was originally utilized and how it can still be used to manipulate an audience.</li> <li>• Terms such as sophists, draconian, argument, skeptic, oral law, hyperbole, cacophony, humor and kairos.</li> </ul> <p><i>Students will be able to</i></p> <ul style="list-style-type: none"> <li>• Analyze, critique and understand The Code of Hammurabi.</li> <li>• Understand what oral law is and how it became written law over time.</li> <li>• Realize and understand that The Code of Hammurabi was extremely harsh and promoted the idea of “an eye for an eye”.</li> <li>• Research Draco of the Western world (Ancient Greece) and his significance in modern day law and public speaking.</li> <li>• Understand the true meaning and development of the word argument. Assess how this word is linked to law, voting and status among peers during this time period and present day.</li> </ul>
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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"> <li>• Research and analyze the “sophists” and their influence on public speaking.</li> <li>• Research and analyze the “skeptics” and their influence on public speaking.</li> <li>• Analyze various forms of media and determine what emotion and feelings are attached to the visual forms.</li> <li>• Read and analyze Plato’s “The Apology”</li> <li>• Become more inclusive in their own writing and speeches</li> <li>• Become more aware of the culture of an audience and how it impacts the speech and overall message.</li> </ul> <p><b><u>Unit Enduring Understanding:</u></b></p> <ul style="list-style-type: none"> <li>• Plan and prepare speeches that inform or persuade.</li> <li>• Use presentation aids to enhance your speeches.</li> <li>• Outline your speeches in a logical fashion.</li> <li>• Conduct meaningful research on a variety of topics.</li> <li>• Analyze your audience and design speeches to reflect your analysis</li> <li>• Evaluate speeches based on a variety of verbal and nonverbal criteria.</li> <li>• Listen effectively, regardless of your interest in the subject matter.</li> <li>• Understand and explain the communication process</li> <li>• Recitation of poetry and/or monologues.</li> </ul> <p><b><u>Anchor Text(s):</u></b> <i>The Essential Elements of Public Speaking, 6th ed. by Joseph A. DeVito</i></p> <p><b><u>Learning Activities</u></b></p> <ul style="list-style-type: none"> <li>• Activate/Build Prior Knowledge</li> <li>• Reading assignments (explore and write brief responses on topics that address issues in literature and present time) related to chapters 8-10.</li> </ul>
<b>Speaking and Listening Strand:</b>	<b>Language Strand:</b>	
<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"> <li>• Peer feedback (teach students to give their peers constructive criticism, using rubric and peer review sheets).</li> <li>• Reading assignments (explore and write brief responses on topics that address issues in literature and present time)</li> <li>• Discussion questions (thought-provoking, higher critical thinking skills)</li> <li>• Reader's response (to monitor comprehension)</li> <li>• Anecdotal Records (Can conduct during reading)</li> <li>• Texts annotations (record on Google Docs, teach annotating strategies using sample annotated text)</li> <li>• Peer/Self- Assessment (use rubrics and require students to make written comments and collaborate during the essay revision process)</li> <li>• Write informative speeches on topics given to students in class as well as on topics of their choice.</li> <li>• View and analyze media for emotion and purpose.</li> <li>• Read and understand suggested texts.</li> <li>• Write and present student-created commercials and ads.</li> <li>• Identify use of logos, ethos, pathos in student work.</li> <li>• Student driven discussion on advertising, persuasion and manipulation of the audience; compare and contrast each.</li> <li>• Quizzes (monitor comprehension)</li> <li>• Socratic Seminar (Can use fishbowl method)</li> <li>• Read and analyze motivational speeches and what makes them captivate audiences.</li> <li>• Read and analyze persuasive speeches that focus on questions of fact, value and policy.</li> <li>• Close reading activities to identify three persuasive proofs (ethos, pathos, logos).</li> </ul>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<ul style="list-style-type: none"> <li>• Self- Awareness</li> <li>• Self- Management</li> <li>• Social Awareness</li> <li>• Responsible Decision-Making</li> <li>• Relationship Skills</li> </ul>	<p><u>Self- Awareness</u></p> <ul style="list-style-type: none"> <li>• Recognize one's feelings and thoughts</li> <li>• Recognize the impact of one's feelings and thoughts on one's own behavior</li> <li>• Recognize one's personal traits, strengths, and limitations</li> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><u>Self- Management</u></p> <ul style="list-style-type: none"> <li>• Understand and practice strategies for managing one's own emotions, thoughts, and behaviors</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals</li> </ul>	<p><b>Supplementary Texts and Videos:</b></p> <ul style="list-style-type: none"> <li>• Excerpts from The Code of Hammurabi</li> <li>• Excerpts from "The Apology" by Plato</li> <li>• Excerpts from "The Art of Rhetoric" by Aristotle</li> <li>• "Argument, Bias and Persuasion Text Set" (Commonlit) (LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> and Holocaust Law:</li> </ul>

	<p><u>Social Awareness</u></p> <ul style="list-style-type: none"> <li>• Recognize and identify the thoughts, feelings, and perspectives of others</li> <li>• Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>• Demonstrate an awareness of the expectations for social interactions in a variety of settings</li> </ul> <p><u>Responsible Decision-Making</u></p> <ul style="list-style-type: none"> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Identify the consequences associated with one's actions in order to make constructive choices</li> <li>• Evaluate personal, ethical, safety, and civic impact of decisions</li> </ul> <p><u>Relationship Skills</u></p> <ul style="list-style-type: none"> <li>• Establish and maintain healthy relationships</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> <li>• Identify ways to resist inappropriate social pressure</li> <li>• Demonstrate the ability to prevent and resolve</li> </ul>	<p><u>N.J.S.A. 18A:35-28)</u></p> <ul style="list-style-type: none"> <li>• Emma Watson's United Nations: "HeForShe" Gender Equality is Your Issue, Too" speech on Commonlit (<u>Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a)</u></li> <li>• "Nelson Mandela's Nobel Peace Prize Lecture" on Commonlit (<u>Amistad Law: N.J.S.A. 18A 52:16A-88)</u></li> <li>• "The Hope Speech" by Harvey Milk (<u>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)</u></li> <li>• "The African Swamp Protecting Earth's Environment" by Vera Songwe on Commonlit (<u>Standards in Action: Climate Change)</u></li> </ul> <p><b>Interdisciplinary Connections: Content: NJSLS:</b></p> <ul style="list-style-type: none"> <li>• Suggested Visual and Performing Arts Resources for Content- Area Integration <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> <li>○ 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.</li> </ul> </li> <li>• Suggested Science Resources for Content-Area Integration <ul style="list-style-type: none"> <li>○ HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.</li> </ul> </li> <li>• Suggested Math Resources for Content-Area Integration <ul style="list-style-type: none"> <li>○ MP.2 Reason abstractly and quantitatively. (HS-LS4-1)</li> </ul> </li> <li>• Suggested Social Studies Resources for Content-Area Integration <ul style="list-style-type: none"> <li>○ -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</li> </ul> </li> </ul>
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	interpersonal conflicts in constructive ways <ul style="list-style-type: none"><li>Identify who, when, where, or how to seek help for oneself or others when needed</li></ul>	despite the discrimination they experienced in the military and workforce.	
<b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		<b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
<b>Formative Assessments:</b> <ul style="list-style-type: none"><li>Close readings of textual excerpts</li><li>Feedback (both peer and teacher feedback using rubrics and peer review sheets)</li><li>Higher level thinking discussion questions</li><li>Reading assignments</li><li>Brief written responses that address given and chosen topics.</li><li>Reader Response Journal or Reading Logs</li><li>Reading Comprehension Quizzes</li><li>Collaborative activities</li><li>Text annotations</li><li>Class-run debates</li><li>Class discussions using various online resources</li><li>Alternative Assessments (projects, student portfolios)</li></ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"><li>Ongoing assessments based on standards addressed</li><li>Grade 9 Diagnostic and District Assessments</li></ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"><li>Written informative and persuasive speeches</li><li>Text-based tests and assessments</li><li>Multimedia presentations</li></ul>	
<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"><li>Digital version of the text</li></ul>	<ul style="list-style-type: none"><li>Modified Version of Texts</li><li>Audio of Text</li></ul>	<ul style="list-style-type: none"><li>Spanish language version of the text (when available)</li></ul>	<ul style="list-style-type: none"><li>Group and individual presentations making connections to popular culture, reflective journals, blogs, poetry.</li></ul>
<b>Supplemental Resources</b>			

**Technology:**

- Schoology
- Google 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"> <li>● <i>The Essential Elements of Public Speaking</i></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Vocabulary:</b> Circulate around the room and support students as they write their sample sentences. Provide visual glossary on an anchor chart</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Linguistics:</b> 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</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Presentation Strategies:</b> Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation.</li> </ul>

	<p>to scaffold. Dissect sentences together.</p> <p><b>Reading:</b> 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.</p> <p><b>Review Prompt and Rubric:</b> Work directly with students as a group to review prompts and rubrics.</p> <p><b>Prewriting:</b> Work directly with students to begin planning their responses. Project a graphic organizer or outline and complete as a group. <b>Discussion:</b> 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"> <li>● <b>Grammar Transfers:</b> 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.</li> <li>● <b>Cognates:</b> 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.</li> </ul>	<p>Provide opportunities for student driven instruction.</p> <ul style="list-style-type: none"> <li>● <b>Organizational/Behavioral Strategies:</b> Establish a timeline for long-range projects</li> <li>● <b>Motivational Strategies:</b> 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.</li> <li>● <b>Assessment Strategies:</b> Give a pretest to allow the student to demonstrate mastery. Provide self-checking materials. Provide tests at a higher level of thinking.</li> <li>● <b>Environmental Strategies:</b> 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.</li> </ul>
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	Core Ideas:	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Solutions to the problems faced by a global society require the contribution of individuals with different points of view and</li> </ul>



		<p>experiences.</p> <ul style="list-style-type: none"> <li>• In order for members of our society to participate productively, information needs to be shared accurately and ethically.</li> <li>• Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</li> <li>• Innovative ideas or innovation can lead to career opportunities.</li> </ul>
	<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"> <li>• Act as a responsible and contributing community member and employee.</li> <li>• Consider the environmental, social and economic impacts of decisions.</li> <li>• Demonstrate creativity and innovation.</li> <li>• Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>

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>
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