

Marking Period	Unit Title	Recommended Instructional Days
3	<i>The Alchemist</i> <i>The Modern Journey</i>	8-10 weeks
Reading Literature Text Strand: Progress Indicator: NJSL Grades 9-10 ELA Standards Key Ideas and Details: <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.</i> <i>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.</i> Craft and Structure: <i>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</i>	Reading Informational Text Strand: Progress Indicator: Key Ideas and Details: <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.</i> <i>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.</i> <i>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.</i> Craft and Structure <i>RI.9-10.5. Analyze in detail how an author's ideas or claims are</i>	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit

<p><i>and place; how it sets a formal or informal tone).</i></p> <p><i>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).</i></p> <p><i>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.</i></p> <p>Integration of Knowledge and Ideas:</p> <p><i>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).</i></p>	<p><i>developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</i></p> <p><i>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.</i></p> <p>Integration of Knowledge and Ideas</p> <p><i>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.</i></p> <p><i>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</i></p>	
Companion Standards Subject:	Writing Strand:	

<p>Progress Indicator: <i>RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</i> <i>RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</i></p> <p><i>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.</i></p> <p><i>WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</i></p>	<p>Progress Indicator: <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></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>Production and Distribution of Writing</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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</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</i></p>	<p>Essential Question/s:</p> <ul style="list-style-type: none">• What is your Personal Legend?• What is more important: the journey or the destination?• What does it mean to lead a good life?• How do we find meaning in life?• Does a hero have to be selfless?• How do life's work and passion intersect?• Do people control their own destinies?• What can you learn from observation and self-reflection?• How do people make sense of themselves and of the world? <p>Learning targets:</p> <ul style="list-style-type: none">• How to demonstrate speaking, listening, writing, reading, and research skills throughout their study of the personal experience.• How to relate their own experiences to experiences of all humans connecting us through the art of the narrative.• How to read closely, interpreting figurative language and its impact on the author's purpose.• How to interpret literature on a literal and metaphorical level.• How to analyze magical realism and its conventions• How to convey the purpose or meaning of an allegory• How to work collaboratively with their peers to deepen their understanding of a work.• How to make text-to-self connections through examination of theme and author's purpose• How to demonstrate their abilities to inform, to persuade, or to express their own personal ideas through written mediums <p>Activity Description:</p> <ul style="list-style-type: none">• Compare and contrast essay: Santiago to Odysseus• Hero's Journey Santiago• Personal Narrative• Daily journaling
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	<p><i>significant for a specific purpose and audience.</i></p> <p>Research to Build and Present <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 inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i></p>	<ul style="list-style-type: none"> • Comprehension check through written work or discussion • Identify central ideas • Define text-specific vocabulary words • Research heroes who have followed their own personal legends • Self-improvement project • Venn Diagram Compare and Contrast • Flipgrids
Speaking and Listening Strand:	Language Strand:	<p>Interdisciplinary Connections: Content: ;NJSL#:</p> <ul style="list-style-type: none"> • Historical Connections- Andalusian girl and the Egyptian Pyramid, Spanish Inquisition • Geographic Connections: Andalusia, Africa, Sahara Desert, sand dunes, Al Fayoum Oasis • Philosophical Connections: Soul of the World, paradise, battle and alchemy • Business and Career Explorations: Research project to find one's own personal legend in careers or future avenues of study
<p>Comprehension and Collaboration <i>SL.9-10.1 Comprehension and Collaboration SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i></p> <p><i>SL.9-10.2 SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</i></p>	<p>Progress Indicator:</p> <p>Conventions of Standard English <i>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p>Knowledge of Language <i>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.</i></p>	<p>Anchor Text: <i>The Alchemist</i> by Paul Coelho (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a) (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)</p> <p>Independent reading: <i>Enrique's Journey</i> + <i>Eyes of the Dragon</i></p>

<p><i>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.</i></p> <p>Presentation of Knowledge and Ideas <i>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.</i></p> <p><i>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.</i></p> <p><i>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</i></p>	<p>Vocabulary Acquisition and Use <i>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.</i></p> <p><i>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</i></p> <p><i>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.</i></p>	
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making</p>	<p>1. Recognize and identify the thoughts, feelings, and perspectives of others</p>	

	<p>2. Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</p> <p>3. Demonstrate an understanding of the need for mutual respect when viewpoints differ</p> <p>4. Demonstrate an awareness of the expectations for social interactions in a variety of settings</p>	
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"> Exit Tickets (One minute responses given in at the end of the class) Venn Diagram comparing and contrasting important characters from the text (Santiago and the Englishman, Englishman vs. the Alchemist) and Santiago vs. Odysseus Reading Quizzes Anticipation Guide Close reading activities to examine metaphorical and literal meaning Thematic Quotes Logbook-> pulling quotes as students actively read that prove themes related to the text Read informational text articles about modern day heroes and make connections to The Alchemist (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35 Reading Comprehension assessments Class run debates Student presentations using Slides Literature circles examining cultural, allegorical, metaphorical, and literal meanings. Jamboards and online discussion forums Quick writes to prompt class discussion Written reflections and reader's responses 		<u>Benchmarks:</u> <ul style="list-style-type: none"> District Assessments <u>Summative Assessments:</u> <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. How are Odysseus and Santiago different? How are they similar? Narrative: Students write their own journey story, which includes their personal legend, obstacles, and lessons learned. Research project: Students will research their own modern-day hero and compare that hero to Santiago. Self improvement project: Students will identify their own personal legend, creating a plan to follow that legend.

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">Anchor Text: <i>The Alchemist</i> by Paul Coelho	<ul style="list-style-type: none">Modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments into segments of shorter tasks.	<ul style="list-style-type: none">Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric.	<ul style="list-style-type: none">Anchor Text plus two additional texts.Group and individual presentationsAssign independent projects.Speak to Student InterestsPlan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.Tiered Content/ActivitiesProvide a variety of rigorous materials
Supplemental Resources			
Technology: <ul style="list-style-type: none">SchoologyEdPuzzleGoogle NewspapersGoogle Lit TripsGoogle DriveGraphic organizersKahootSocraticTedEdIXL			
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"> Anchor Text: <i>The Alchemist</i> by Paul Coelho 	<ul style="list-style-type: none"> Extra Support Readers Provide options for comprehension Tiered Content/Activities Provide a variety of materials Provide options for perception 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Write a research paper describing connections between two texts by the same author. Leadership Roles Assign independent projects. Speak to Student Interests Plan for differentiation. Consider

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	Core Ideas:	<ul style="list-style-type: none"> Continually self-reflects and seeks to improve the essential life and career practices that lead to success. Uses effective communication and collaboration skills and resources to interact with a global society. Is financially literate and financially responsible at home and in the broader community. Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions. Seeks to attain skill and content mastery to achieve success in a chosen career path.
	Performance Expectation/s:	Use effective communication and collaboration skills and resources to interact with a global society.
	Career Readiness, Life Literacies, & Key Skills Practices	
	CRP1. Act as a responsible and contributing citizen and employee.	

	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		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>	