

NJSLA Grade 9-10

Marking Period		Unit Title	Recommended Instructional Days
4		Journeys to Home or Away	40
Reading Literature Text Strand:	Reading Informational Text Strand:	<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLA-ELA within Unit</p>	
<p>NJSLA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLA.R9. Analyze and reflect on how two or more texts address similar</p>	<p>NJSLA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Progress Indicator:</p> <p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via</p>		

<p>themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Progress Indicator: 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. 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). 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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p>	<p>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. 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. 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. 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). 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 (e.g., a section or chapter). RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with</p>	
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	scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.	
Companion Standards Subject:	Writing Strand:	
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>Progress Indicator:</p>	<p>NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W10 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,</p>	<p>Essential Question/s:</p> <ul style="list-style-type: none"> Why does an individual's voice matter? How have individual voices contributed to major social revolutions? What influence does one's home or homeland have on an individual? Why might people leave their homes? What influence do our families have on an individual? How might an individual feel conflicted between home and safety vs. adventure, a conflict the Greeks described as nostos vs. kleos? How might self discovery or self acceptance bring people closer to or further apart from their families? What characteristics does a hero possess? How are heroes defined by the values of their culture? What is a hero's journey? Why do so many texts follow this archetype?

<p>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.</p> <p>RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>RST.9-10.6. Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p>	<p>purposes, and audiences.</p> <p><i>Progress Indicator:</i></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.9-10.9. 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</p>	<ul style="list-style-type: none"> • What is the human “journey”? Why do many authors refer to the collective journey of mankind? <p><u>Activity Description:</u></p> <ul style="list-style-type: none"> · Cite textual evidence to support analysis of theme, character and character development and plot. · Trace the steps of the hero’s journey in literature and film. · Evaluate the use of archetypes in literature and film. · Analyze author’s choice of language, especially the use of literary devices. · Explain how understanding ancient literature can help one to understand modern literature. · Explain and analyze the Greek concepts and why they are relevant today. · Explain and identify the Greek concept of kairos and why politicians utilize it in speeches often. · Research and evaluate the legitimacy of sources of information and present findings. · Collaborate in conversation and on Chromebooks · Use close reading strategies while reading and notetaking.
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	is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”)	<ul style="list-style-type: none"> Defend a viewpoint verbally and in writing Recognize author’s use of active and passive voice. Edit their own writing for passive and active voice.
Speaking and Listening Strand:	Language Strand:	Interdisciplinary Connections: Content: ;NJSLA#:
<p>NJSLA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p> <p>Progress Indicators:</p> <p>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.</p>	<p>NJSLA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLA. 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.</p> <p>NJSLA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLA.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</p>	<p>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</p> <p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such New Jersey Department of Education June 2020 21 knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>

<p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none">• Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.• Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. <p>D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<p>when encountering an unknown term important to comprehension or expression.</p> <p><i>Progress Indicator:</i></p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>C. Spell correctly.</p> <p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">• Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.• Consult General And Specialized Reference Materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word	
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	<p>or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <ul style="list-style-type: none">• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.9-10.6. Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.</p>	
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Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Social Awareness • Responsible Decision-Making • Relationship Skills 	<p>Recognize one's feelings and thoughts.</p> <p>Recognize one's personal traits, strengths, and limitations.</p> <p>Recognize the importance of self-confidence in handling daily tasks and challenges.</p> <p>Recognize the skills needed to be able to establish and achieve personal and educational goals.</p> <p>Recognize and identify the thoughts, feelings, and perspectives of others.</p> <p>Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds.</p> <p>Evaluate personal, ethical, safety, and civic impact of decisions.</p> <p>Utilize positive communication and social skills to interact effectively with others.</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"> • Pinwheel Discussion- Read a modern poem/song inspired by <i>The Odyssey</i> and come together to discuss how each author added or altered Homer's concepts and themes. • Quizzes- Brief comprehension quizzes and one paragraph writing assignments (Type 2) 		<u>Benchmarks:</u> <ul style="list-style-type: none"> • Honors 9 District Assessment #4- Multiple Choice and Essay <u>Summative Assessments:</u> <ul style="list-style-type: none"> • Narrative Essay- My journey- Students will choose an episode (or 2 or 3) of the Odyssey and write a narrative about a personal adventure with a similar theme. For example, students may write about their "Scylla and Charybdis" when they had to

<ul style="list-style-type: none">• Vocabulary and grammar quizzes to support comprehension or writing instruction.• Admit and Exit slips• Quickwrites (Type 1) writing assignments as before, during and after reading comprehension strategies• Three Levels of Thinking Literary Response Notes- Sticky Notes, Chart, or Notebook format	<p>make a difficult decision – or their “Penelope” someone they miss greatly.</p> <ul style="list-style-type: none">• Literary Analysis Essay- Use what you have learned by reading to write an essay that analyzes how both texts treat the issue of a psychological or emotional journey. Develop your essay by providing textual evidence from both sources. Be sure to follow the format for writing an essay and use your Writing Handbook, Writer’s Checklist and Rubric to help you• Research- Research information on the hero’s journey and create a diagram that traces the hero’s journey in a favorite text or film.• Objective Test on <i>The Odyssey</i> and with short PCR on how each character (Enrique and Odysseus) was affected by the steps of the hero’s journey.		
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">• Hyperdocs• Novels• Other readings• Notebooks• Online Learning Resources such as: No Red Ink, Common Lit and Edulastic	<ul style="list-style-type: none">• Modified assessments as required• Extra support through tutorial• Extra support through modified readings	<ul style="list-style-type: none">• Merriam-Webster Online ELL Dictionary	<ul style="list-style-type: none">• Providing a variety of rigorous materials• Tiered content• Allowing student choice to stimulate brain engagement

<ul style="list-style-type: none">Podcasts and TED TalksAnchor Texts: <i>The Odyssey (Homer)</i> - available in textbook or novel form. Suggested Texts:<ul style="list-style-type: none"><i>Colour Runner-</i> Anthony Ashe“Calypso” by Suzanne Vega“Penelope” by Dorothy Parker“Siren Song” by Margaret Atwood LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35“Ithaka” by Constantine Cavafy“Circe’s Power” by Louise Gluck LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35			
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<ul style="list-style-type: none">• “Home at Last” by Steely Dan• “Speech at Brandenburg Gate” by Ronald Reagan• “The Necklace” by Guy de Maupassant via Common Lit• “Greek Society” by Mark Cartwright via Common Lit• Maria Shriver’s Commencement Speech at Annenburg School for Communication• “The Amistad Odyssey” by Jacqueline Trescott Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>• “On His Blindness” by John Milton LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>			
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Supplemental Resources			
Technology: <ul style="list-style-type: none"> Websites: <ul style="list-style-type: none"> No Red Ink/Ed Puzzle/Edulastic CrashCourse Literature, CrashCourse History, TedTalk, TedEd Schoology- including lessons, assessments, videos, hyperdocs, etc. Smart Board Chromebooks Ipevo Document Camera Other: <ul style="list-style-type: none"> Post its, graphic organizers, other hands on materials as possible or practical. 			
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"> Learning Contracts Centers/Stations Other readings Writing Conferences Think Pair Share Collaborating on Chromebooks as pairs, small groups or a whole class Modeling and scaffolding of writing process Peer editing Direct instruction 	<ul style="list-style-type: none"> Provide options for Comprehension Tiered Content/Activities Direct instruction Scaffolding Student-to-student support 	<ul style="list-style-type: none"> Enrichment Activities Direct instruction Scaffolding Teacher-to-student or student-to-student support 	<ul style="list-style-type: none"> Homogenous groupings with differentiated content and products as needed. Enrichment Activities Tiered Activities

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: <i>Creativity and Innovation, Critical Thinking and Problem-solving and Global and Cultural Awareness</i>	
	Core Ideas:	<p><i>Brainstorming can create new, innovative ideas.</i></p> <p><i>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</i></p> <p><i>Individuals from different cultures may have different points of view and experiences.</i></p>
	Performance Expectation/s:	<p>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).</p> <p>•9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>Students will use the example of Odysseus' innovation, strategy, and creative problem solving as an example of the cultural value of logic, creativity, innovation, creative thinking and problem solving.</p> <p>Students will identify the various ways that characters solve their problems in fiction and nonfiction texts.</p> <p>Students will analyze the ways that a hero, particularly an epic hero like Odysseus, is representative of the values of his or her culture. Students will use information about the ancient Greeks to contextualize the epic poem and analyze it through a cultural lens. Students will then analyze modern American heroes in order to critically evaluate the statements that it makes about our culture.</p>	

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>		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>