

Marking Period		Unit Title	Recommended Instructional Days
1		The Journey for Truth	8-10 weeks
<b>Reading Literature Text Strand:</b>	<b>Reading Informational Text Strand:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit</b>	
<p><b>Progress Indicator:</b> <a href="#">NJSLS Grades 9-10 ELA Standards</a></p> <p><b>Key Ideas and Details:</b> 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.</p> <p>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.</p> <p><b>Craft and Structure:</b></p>	<p><b>Progress Indicator:</b></p> <p><b>Key Ideas and Details:</b> 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.</p> <p>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.</p> <p>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</p>		

<p><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 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><b>Integration of Knowledge and Ideas:</b></p> <p><i>RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and</i></p>	<p><i>the connections that are drawn between them.</i></p> <p><b>Craft and Structure</b></p> <p><i>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).</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><b>Integration of Knowledge and Ideas</b></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</i></p>	
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<p><i>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>sufficient; identify false statements and reasoning</i></p>	
<p><b>Companion Standards Subject:</b></p>	<p><b>Writing Strand:</b></p>	
<p><b>Progress Indicator:</b>  <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>  <i>RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether</i></p>	<p><b>Progress Indicator:</b>  <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.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</i>  <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><b><u>Essential Question/s:</u></b></p> <ul style="list-style-type: none"> <li>• Competition can be healthy, but where do you draw the line?</li> <li>• Does competition bring out the best or worst in people?</li> <li>• Does everyone have the capacity to act immorally in certain circumstances?</li> <li>• Is rivalry natural in a friendship?</li> <li>• What contributes to a person's success and overall happiness?</li> <li>• How do beliefs, ethics, or values influence success?</li> <li>• Should your compensation from working with a group or society reflect your contribution?</li> <li>• How does involvement in a group or community change your perspective? Can the actions of a leader, or individual members, change these perspectives?</li> <li>• To what extent does power, or the lack of power, affect individuals?</li> <li>• Does absolute power corrupt, absolutely?</li> </ul> <p><b><u>Activity Description:</u></b></p>

*earlier events caused later ones or simply preceded them.*

*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*

***Production and Distribution of Writing***

*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.)*

*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.*

***Research to Build and Present***

*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,*

- Sustained silent reading
- Oral and written response to discussion questions
- written response will include use of Drive and Slides
- Direct instruction on reading informational text
- Direct instruction on research process and MLA format
- Direct instruction on close reading techniques
- Independent research on mob mentality
- Independent research on propaganda usage during WWII by Nazis and by Allies

**Unit Learning Targets:**

- Use of propaganda in history
- Irony
- satire
- allegory
- allusion
- totalitarianism
- Communism
- Socialism
- Capitalism
- Joseph Stalin
- Leon Trotsky
- Czar Nicholas II

**Anchor Text:** *Animal Farm* by George Orwell

**(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**

**(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**

**(Holocaust Law: N.J.S.A. 18A:35-28)**

Independent reading: Book of choice

	<i>demonstrating understanding of the subject under investigation.</i>	
<b>Speaking and Listening Strand:</b>	<b>Language Strand:</b>	
<b><i>Progress Indicator: Comprehension and Collaboration</i></b> <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>  <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>  <i>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use</i>	<b><i>Progress Indicator:</i></b>  <b><i>Conventions of Standard English</i></b> <i>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i>  <i>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i>  <b><i>Knowledge of Language</i></b> <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><i>of evidence and rhetoric, identifying any false reasoning or distorted evidence.</i></p> <p><b>Presentation of Knowledge and Ideas</b> 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.</p> <p>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.</p> <p>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<p><b>Vocabulary Acquisition and Use</b> 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.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>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.</p>	
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<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>	
Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making	1. Recognize and identify the thoughts, feelings, and perspectives of others 2. Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds 3. Demonstrate an understanding of the need for mutual respect when viewpoints differ 4. Demonstrate an awareness of the expectations for social interactions in a variety of settings	
<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 and poems in order to practice reading strategies, conduct guided reading or analyze the text for literary elements.</li> <li>• Illustrate types of propaganda in politics and advertising</li> <li>• Explain the use of epithets in reference to Napoleon</li> </ul>		<b>Benchmarks:</b> <p>Grade 9 Diagnostic Assessment Grade 9 District Assessment</p> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Research Simulation Task: Students will explore the issue of conformity in The Wave and the Asch Experiment and</li> </ul>

<ul style="list-style-type: none"> <li>• Create a children's storybook or a video to retell the story of Animal Farm</li> <li>• create a toy based on a character from Animal Farm complete with advertisement and accessories</li> <li>• Prose- Constructed Response</li> <li>Reading Comprehension assessments</li> <li>• Class run debates</li> <li>• Student presentations using Slides</li> <li>• Reader response journal</li> <li>• Alternative Assessments (projects, student portfolios, performance based assessments)</li> </ul>	<p>"Students' Work Ethic Affected by Peer Groups, Desire to be Popular " an interview by Shankar Vedantam.</p> <ul style="list-style-type: none"> <li>• • Narrative Writing Task: Students will write a narrative on the life of Snowball after he was chased from Animal Farm. Did he act covertly against Napoleon? Was he living the life of a mere obedient animal?</li> <li>• • Literary Analysis-Using The Wave and Animal Farm describe how small groups can exert power over others.</li> </ul>
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**Differentiated Student Access to Content:  
Teaching and Learning Resources/Materials**

<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>• <b>Anchor Text:</b> <i>Animal Farm</i> by George Orwell</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a research paper describing connections between two texts by the same author.</li> <li>• Leadership Roles</li> <li>• Assign independent projects.</li> <li>• Speak to Student Interests</li> <li>• Plan for differentiation. Consider</li> </ul>



Supplemental Resources			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Google Chrome</li> <li>• Google Drive</li> <li>• Google Sites</li> <li>• Schoology</li> <li>• Padlet</li> <li>• Kahoot</li> <li>• EdPuzzle</li> <li>• Peardeck</li> <li>• Flipgrid</li> <li>• IXL</li> </ul> <b>Other:</b> <ul style="list-style-type: none"> <li>• Internet and Computer(s)</li> <li>• Books</li> </ul>			
Differentiated Student Access to Content: Recommended <i>Strategies &amp; 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"> <li>• <b>Anchor Text:</b> <i>Animal Farm</i> by George Orwell</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Support Readers</li> <li>• Provide options for comprehension</li> <li>• Tiered Content/Activities</li> <li>• Provide a variety of materials</li> <li>• Provide options for perception</li> </ul>	<ul style="list-style-type: none"> <li>• 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>	<ul style="list-style-type: none"> <li>• Write a research paper describing connections between two texts by the same author.</li> <li>• Leadership Roles</li> <li>• Assign independent projects.</li> <li>• Speak to Student Interests</li> <li>• Plan for differentiation. Consider</li> </ul>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b>	
	<b>Core Ideas:</b>	<ul style="list-style-type: none"> <li>Continually self-reflects and seeks to improve the essential life and career practices that lead to success.</li> <li>Uses effective communication and collaboration skills and resources to interact with a global society.</li> <li>Is financially literate and financially responsible at home and in the broader community.</li> <li>Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.</li> <li>Seeks to attain skill and content mastery to achieve success in a chosen career path.</li> </ul>
	<b>Performance Expectation/s:</b>	Use effective communication and collaboration skills and resources to interact with a global society.
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.	

Content Area: English Language Arts (NJSL-ELA) Grades 6 - 12  
Grade: English 9

Dev. Date:  
September  
2022

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>	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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