

[NJSL-ELA Grades 9-10 ELA](#)

Marking Period	Unit Title	Recommended Instructional Days
2	The Hero's Journey	8-10 weeks
<p>Reading Literature Text Strand:</p>	<p>Reading Informational Text Strand:</p>	<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit</p>
<p><i>Progress Indicator:</i></p> <p>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></p> <p><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></p> <p>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</i></p>	<p><i>Progress Indicator:</i></p> <p>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></p> <p><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></p> <p><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</i></p>	

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.9-10.5. 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).

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.

Integration of Knowledge and Ideas:

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

the connections that are drawn between them.

Craft and Structure

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.9-10.6. 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.

Integration of Knowledge and Ideas

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.

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

<p><i>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>Companion Standards Subject:</p>	<p>Writing Strand:</p>	
<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> <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>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> <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>Production and Distribution of Writing</p>	<p>Essential Question/s:</p> <ul style="list-style-type: none"> ● What is a hero? ● How does a person change spiritually and psychologically as a result of a physical journey? ● Do heroes exist in our society? ● Does a hero have to be perfect? ● Do heroic traits vary by culture or time period? ● Is it possible to be a successful adult without a loving support system? <p>Activity Description:</p> <ul style="list-style-type: none"> ● 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 ● direct instruction on Greek roots and vocabulary

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

*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, demonstrating understanding of the subject under investigation.

Speaking and Listening Strand:	Language Strand:
<p>Progress Indicator: 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><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,</i></p>	<p>Progress Indicator: Conventions of Standard English <i>NJSLA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>NJSLA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p>Knowledge of Language <i>NJSLA.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>Vocabulary Acquisition and Use <i>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.</i></p> <p><i>NJSLA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</i></p>

<p><i>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><i>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 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 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</p>	
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p>	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • District Assessments 	

<ul style="list-style-type: none"> ● Close readings of textual excerpts in order to practice reading strategies, conduct guided reading or analyze the text for literary elements. ● Vocabulary enrichment using Greek roots ● Find and illustrate the epithets from <i>The Odyssey</i>, explain the purpose of the epithet ● Create a children’s storybook or a youtube video to retell one of Odysseus’ adventures ● Create a venn diagram comparing the journeys of Odysseus and Enrique ● Read informational text articles about modern day heroes and make connections to <i>The Odyssey</i> ● Prose- Constructed Response ● Reading Comprehension assessments ● Class run debates ● Student presentations using Slides ● Reader response journal 	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Research Simulation Task: Students will analyze an informational topic through several articles or multimedia stimuli. Students will read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay. Using information from Enrique’s Journey and two other respected non-fiction sources, explain how poverty plays a role in illegal immigration to the United States. ● Narrative Writing Task: Students will work with one main literary text. Students will read the text, answer questions, and write a narrative response that draws on the text. Using your knowledge of Odysseus and Penelope, adopt the persona of one of them. Write three letters from the viewpoint of your chosen character. Write each letter from a different point in the story. ● 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 Enrique different? How are they similar?
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**Differentiated Student Access to Content:
Teaching and Learning Resources/Materials**

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"> ● The Odyssey by Homer 	<ul style="list-style-type: none"> ● Modify test content and/or format, allow students to retake tests for additional 	<ul style="list-style-type: none"> ● Extend time requirements, preferred seating, positive reinforcement, check often 	<ul style="list-style-type: none"> ● Anchor Text plus two additional texts.

	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.	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"> • Group and individual presentations • Assign independent projects. • Speak to Student Interests • Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum. • Tiered Content/Activities • Provide a variety of rigorous materials
Supplemental Resources			
<p>Technology:</p> <p>Technology:</p> <ul style="list-style-type: none"> • Schoology • EdPuzzle • Google Newspapers • Google Lit Trips • Google Drive • Graphic organizers • Kahoot • Socratic • TedEd • IXL <p>Other:</p> <ul style="list-style-type: none"> • 			
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"> • The Odyssey by Homer 	<ul style="list-style-type: none"> • Modify test content and/or format, allow students to retake tests for additional 	<ul style="list-style-type: none"> • Extend time requirements, preferred seating, positive reinforcement, check often 	<ul style="list-style-type: none"> • Anchor Text plus two additional texts.

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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> ● 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.
	<p><i>Performance Expectation/s:</i></p>	<p>Use effective communication and collaboration skills and resources to interact with a global society.</p>
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	
	<p>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.</p>	

	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.
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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>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>		Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>