

[NJSLA Grade 9-10 ELA](#)

Marking Period	Unit Title	Recommended Instructional Days
1-4	Grade 10 Writing Curriculum	180 days
<b>Writing Strand:</b>		<p><b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLA-ELA within Unit</b></p>
<p>NJSLA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLA.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>NJSLA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Production and Distribution of Writing</p> <p>NJSLA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge</p> <p>NJSLA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Range of Writing</p> <p>NJSLA.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, purposes, and audiences.</p>		

***Progress Indicator:***

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.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the information presented (e.g., articulating implications or the significance of the topic).

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.

A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products.

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.

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).

<p>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. A. Apply grades 9–10 Reading standards to literature. B. Apply grades 9–10 Reading standards to nonfiction informational e.g., “Delineate 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 fallacious reasoning”). 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 and purposes.</p>		
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	<p><b><u>Essential Question/s:</u></b></p> <ul style="list-style-type: none"> <li>• What criteria should writing have in order to prove the writer’s comprehension and an accurate analysis?</li> <li>• How can a writer evaluate the development and appropriateness of their approach to a writing task?</li> <li>• How can writers effectively embed and cite the ideas of others in writing?</li> <li>• How do writers demonstrate the connection between textual evidence and their own analysis?</li> <li>• How does organization and structure affect the clarity of writing?</li> <li>• How can writers use language and word choice to clarify ideas?</li> <li>• What story elements and details are necessary in narrative writing?</li> <li>• How can writers utilize revising and editing to improve skills?</li> <li>• What are the different goals that each writing genre seeks to achieve?</li> <li>• How is the Modern Language Association (MLA) format employed in academic writing?</li> </ul> <p><b><u>Activity Description:</u></b> Small and large group discussions (i.e. Think-Pair-Share) Discussion on female writers and their impacts on literary history Guided or interactive editing or revision exercises Complete graphic organizers, such as TPCASTT forms and Venn Diagrams Writing revision tasks, both independently and with partners.</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>	<ul style="list-style-type: none"> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Utilize positive communication and social skills to interact effectively with others</li> </ul>	

<p style="text-align: center;"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p style="text-align: center;"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Peer review assignments</li> <li>● Various in-class writing assignments</li> <li>● Various independent writing assignments</li> <li>● Writing rubric analysis</li> <li>● Short and long form writing</li> <li>● Practice exercises tailored to mini lessons and/or specific skills</li> <li>● Revising and editing previous writing assignments</li> <li>● Reading and evaluating model writing</li> </ul>	<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● Grade Level District Diagnostic Assessment</li> <li>● Grade Level District Assessment</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Unit 1: Narrative Writing Task <ul style="list-style-type: none"> <li>○ (Suggested Task) Have students write a story about one of the main characters in their life before landing on the island. Students should use imagery, dialogue and figurative language. <ul style="list-style-type: none"> <li>■ <b>(Standards in Action: Climate Change)</b></li> </ul> </li> <li>○ (Suggested Task) Extend the ending, change the ending, write from a different character’s POV from any of the texts in the unit.</li> </ul> </li> <li>● Unit 2: Research Simulation Task <ul style="list-style-type: none"> <li>○ (Suggested Task) Research either the Civil Rights Era or the Great Depression. How did these historical events impact the characters in <i>To Kill a Mockingbird</i>? <ul style="list-style-type: none"> <li>■ <b>(Amistad Law: N.J.S.A. 18A 52:16A-88)</b></li> </ul> </li> </ul> </li> <li>● Unit 3: Literary Analysis <ul style="list-style-type: none"> <li>○ (Suggested Task) Pair William Blake’s poem “A Poison Tree” with <i>A Separate Peace</i> and compare and contrast the tone of each speaker. Make connections to Gene in <i>A Separate Peace</i>. <ul style="list-style-type: none"> <li>■ <b>(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)</b></li> </ul> </li> <li>○ (Suggested Task) Pair <i>The Other Wes Moore</i> with Langston Hughes’ poem “Mother to Son”. Discuss parental roles and how they contribute to the choices of the author and the other Wes Moore. <ul style="list-style-type: none"> <li>■ <b>(Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a)</b></li> </ul> </li> </ul> </li> <li>● Unit 4:</li> </ul>

		<ul style="list-style-type: none"> <li>○ (Suggested Task) Research Simulation Task - Compare the conflict in <i>Julius Caesar</i> to historical events where people took a stand for what they believed in.</li> <li>○ (Suggested Task) Literary Analysis - Compare the funeral speeches by Antony and Brutus to assess rhetorical effect on the audience.</li> <li>○ (Suggested Task) Narrative Writing Task - Write a campaign speech for Brutus after the killing of Julius Caesar.</li> </ul>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
<b>Core Resources</b>	<b>Alternate Core Resources IEP/504/At-Risk/ESL</b>	<b>ELL Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>● Learning Contracts</li> <li>● Centers/Stations</li> <li>● Interactive Journals</li> <li>● Leveled Readers</li> <li>● Online Simulations</li> <li>● Teacher Editions</li> <li>● Student Editions</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> <li>● Manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>● Online Thesaurus</li> <li>● Extra Support Readers</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of materials</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment Readers</li> <li>● Enrichment Activities</li> <li>● Compacting</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of rigorous materials</li> </ul>
<b>Supplemental Resources</b>			
<p><b>Technology:</b> <b>Technology Integration:</b></p> <ul style="list-style-type: none"> <li>● Websites: <ul style="list-style-type: none"> <li>○ Newsela, Formative, Vocabulary, Blendspace, Canva</li> <li>○ CrashCourse Literature, CrashCourse History, TedTalk, TedEd, Commonlit</li> </ul> </li> <li>● Schoology, Teacher website, IXL</li> <li>● Librivox, Lit2Go, Project Gutenberg</li> <li>● Ipevo Document Camera</li> </ul> <p><b>Other:</b> <b>Suggested literary texts</b></p> <ul style="list-style-type: none"> <li>● <i>The Lord of the Flies</i></li> <li>● <i>A Separate Peace/The Other Wes Moore</i></li> </ul>			

<ul style="list-style-type: none"> <li>• <i>Julius Caesar</i></li> <li>• <i>To Kill a Mockingbird</i></li> </ul> <p><b>Classroom Equipment:</b></p> <ul style="list-style-type: none"> <li>• Smartboard</li> <li>• Laptop/Chromebook and Internet</li> <li>• Whiteboard for the classroom</li> <li>• Novels/books</li> </ul>			
<p><b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b></p>			
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>• Learning Contracts</li> <li>• Centers/Stations</li> <li>• Interactive Journals</li> <li>• Leveled Readers</li> <li>• Online Simulations</li> <li>• Teacher Editions</li> <li>• Student Editions</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> <li>• Manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>• Online Thesaurus</li> <li>• Extra Support Readers</li> <li>• Tiered Content/Activities</li> <li>• Provide a variety of materials</li> </ul>	<ul style="list-style-type: none"> <li>• Enrichment Readers</li> <li>• Enrichment Activities</li> <li>• Compacting</li> <li>• Tiered Content/Activities</li> <li>• Provide a variety of rigorous materials</li> <li>•</li> </ul>

<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b> • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities.</p>	
	<p><b>Core Ideas:</b></p>	<p>There are reasons and consequences to taking on debt. •</p>
	<p><b>Performance Expectation/s:</b></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. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in</p>

		<p>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.</p>
	<p><b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b></p>	
	<p>There are strategies to improve one’s professional value and marketability. Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Innovative ideas or innovation can lead to career opportunities. Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. 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.</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>	X	Standards in Action: <i>Climate Change</i>