

[NJSL- Grade 9-10](#)

Marking Period		Unit Title	Recommended Instructional Days
3		Conflicts Between Morality and Law	45 days
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit	
<i>Progress Indicators for Reading Literature Key Ideas and Details</i> RL.9-10.1. RL.9-10.2. RL.9-10.3. Craft and Structure RL.9-10.4. RL.9-10.5. RL.9-10.6. Integration of Knowledge and Ideas RL.9-10.7. RL.9-10.8. RL.9-10.9. Range of Reading and Level of Text Complexity RI.9-10.10.	<i>Progress Indicators Informational Text Key Ideas and Details</i> RI.9-10.1. RI.9-10.2. RI.9-10.3. Craft and Structure RI.9-10.4. RI.9-10.5. RI.9-10.6. RI.9-10.7. RI.9-10.8. RI.9-10.9. Range of Reading and Level of Text Complexity RI.9-10.10.		
Companion Standards Subject:	Writing Strand:	Essential Question/s:	
<i>Progress Indicator:</i> Key Ideas and Details RH.9-10.1. RH.9-10.2. RH.9-10.3. Craft and Structure RH.9-10.4. RH.9-10.5. RH.0-10.6.	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. W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective		

- What is our obligation to follow laws? Is there an exception for moral reasoning? Are we ever obligated to break the rules?
- How far would you be willing to go for what you believe is right?
- In what ways is a government responsible to and for its people?
- How far does a government have the right to go in creating rules for individuals?
- Can a leader show uncertainty and maintain leadership?

<p><i>Integration of Knowledge and Ideas</i> RH.9-10.7. RH.9-10.8 RH.9-10.9. <i>Range of Reading and Level of Text Complexity</i> RH.9-10.10.</p>	<p><i>selection, organization, and analysis of content.</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><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 significant for a specific purpose and audience.</i></p> <p><i>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</i></p> <p><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</i></p>	<ul style="list-style-type: none">● To what degree will you go to preserve self-interest versus acting on behalf of the common good?● Who is the oppressed, and what defines a victim?● Who has the right to judge someone else's morality?● Why do some people resist change?● How do emotions play a part in persuasion? <p><u>Learning Targets:</u></p> <p><i>Students will know</i></p> <ul style="list-style-type: none">● the definition of "obligation"● the definition of "civic duty"● the term "citizens' rights"● the difference between monologues and soliloquies● text-specific literary devices● text-specific vocabulary● how various authors portray the idea of government and the citizens' obligations● how to use strategies before, during, and after reading to aid in the construction and enhancement of meaning <p><i>Students will be able to</i></p> <ul style="list-style-type: none">● read and interpret Shakespeare● analyze a Shakespearean text for the idea of a citizen's obligation to following laws and/or breaking the laws● compare/contrast the idea of positive and negative protesting● analyze personal accounts in relation to literary renditions● understand, recognize, and utilize figurative language● write arguments, informative/explanatory, and narrative pieces● discuss topics that are meaningful and impactful to their everyday lives while connecting it to all literature● 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><u>Unit Enduring Understanding:</u></p> <ul style="list-style-type: none">● A society's rules affect the development of its citizens.
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	<p><i>inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</i></p> <p><i>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).</i></p> <p><i>W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</i></p> <p><i>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, purposes, and audiences.</i></p>	<ul style="list-style-type: none"> ● We have civic duties as citizens, one being to monitor the government. ● There are specific contributions of both the citizens and the leaders to establish a successful government. ● Reading texts can give insight into the human experience. ● Literature is one way people, societies, and cultures can communicate and understand their differences. <p><u>Anchor Text(s):</u> <i>Julius Caesar by William Shakespeare (Level A and Level B)</i></p> <p><u>Learning Activities</u></p> <ul style="list-style-type: none"> ● Activate/Build Prior Knowledge <ul style="list-style-type: none"> ○ Pre-reading research activity related to historical background information and setting. ● In-text annotations and close-reading activities (pulling passages from the text) ● Characterization activities <ul style="list-style-type: none"> ○ Body biography activity related to Brutus or Cassius. ○ Graphic organizers related to character motivations. ● Discuss rhetorical devices such as ethos, pathos, and logos. ● Discussion questions for assigned chapters ● Discuss the setting by having students create a visual representation. ● Small and large group discussions about key topics and themes. ● Critically read and analyze literature for the way events in a character or person’s life influences his/her point of view. ● Direct instruction about pertinent historical background necessary to the selected texts. ● Reading and discussing literature together in order to practice reading strategies such as making connections (think aloud, guided reading and independent reading) ● Independent reading (sustained silent reading at the beginning or end of class period) ● Note taking for specific purposes
<p>Speaking and Listening Strand:</p>	<p>Language Strand:</p>	
<p><i>Progress Indicators for Speaking and Listening</i> <i>Comprehension and Collaboration</i> <i>SL.9-10.1.</i> <i>SL.9-10.2.</i></p>	<p><i>Progress Indicators for Language</i> <i>L.9-10.1</i> <i>L.9-10.2</i> <i>L.9-10.3</i> <i>L.9-10.4</i></p>	

<p>SL.9-10.3. <i>Presentation of Knowledge and Ideas</i> SL.9-10.4. SL.9-10.5. SL.9-10.6.</p>	<p>L.9-10.5 L.9-10.6</p>	<ul style="list-style-type: none"> ● Flipped lessons on Blendspace, EdPuzzle, Google Sites, and other various online platforms ● Discuss and identify themes in the play such as morality, justice, friendship, and loyalty. ● Identify different types of conflict by having students make claims and cite textual evidence.
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	<p><u>Writing Activities:</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. <ul style="list-style-type: none"> ○ Suggested Topic: Research Simulation Task on Persuasion Techniques. Read the Commonlit article “How the Daisy Ad Changed Everything”, watch video advertisement clip, and read the Commonlit article “Bias and Persuasion”. ○ Suggested Topic: Compare the conflict in Julius Caesar to historical events where people took a stand for what they believed in. Students can complete a Research Simulation Task in preparation for the NJSLA. Students will read informational text articles or watch videos related to historical events which include the civil rights movement, women’s suffrage, and Stonewall. ● 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. <ul style="list-style-type: none"> ○ Suggested Task: In Act 2: Scene 4, Portia appears to know that Brutus is involved in a plot to kill Caesar, although the play does not include a scene in which Brutus gives her this information. Students will pretend that they are William Shakespeare, and write this deleted scene. ○ Suggested Task: Students will pretend to be one of the following characters: Brutus, Antony or one of the commoners. Students will put themselves in the character’s shoes and write a journal entry expressing your thoughts, concerns and feelings after Marc Antony’s speech.
<ul style="list-style-type: none"> ● Self- Awareness ● Self- Management ● Social Awareness ● Responsible Decision-Making ● Relationship Skills 	<p><u>Self- Awareness</u></p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize one’s personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges <p><u>Self- Management</u></p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors ● Recognize the skills needed to establish and achieve personal and educational goals ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals <p><u>Social Awareness</u></p>	

	<ul style="list-style-type: none"> ● Recognize and identify the thoughts, feelings, and perspectives of others ● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds ● Demonstrate an understanding of the need for mutual respect when viewpoints differ ● Demonstrate an awareness of the expectations for social interactions in a variety of settings <p><u>Responsible Decision-Making</u></p> <ul style="list-style-type: none"> ● Develop, implement, and model effective problem-solving and critical thinking skills ● Identify the consequences associated with one's actions in order to make constructive choices ● Evaluate personal, ethical, safety, and civic impact of decisions <p><u>Relationship Skills</u></p> <ul style="list-style-type: none"> ● Establish and maintain healthy relationships ● Utilize positive communication and social skills to interact effectively with others ● Identify ways to resist inappropriate social pressure ● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways 	<ul style="list-style-type: none"> ○ Suggested Task: Write a campaign speech for Brutus after the killing of Julius Caesar. ● 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. <ul style="list-style-type: none"> ○ Suggested Task: Compare Brutus in Act Three, Scenes 1 and 2 to John Wilkes Booth's Last Diary Entry. ○ Compare and contrast the female characters, Portia and Calpurnia, in the play. ○ Closely read the poem "A Mark of Resistance" by Adrienne Rich and compare the speaker of the poem's tone to Brutus in Julius Caesar. <p><i>Supplementary Texts for Julius Caesar:</i></p> <ul style="list-style-type: none"> ● "The Last Diary Entry of John Wilkes Booth" (CommonLit) ● "On Revenge" by Sir Francis Bacon ● CommonLit article: "The House Falls Apart" - The Fall of the Roman Empire (informational text) ● CommonLit article: "The Sit in Movement" (Amistad Law: N.J.S.A. 18A 52:16A-88) ● CommonLit article: "The Roman Republic" (informational text) ● CommonLit article: "The Life of Julius Caesar" (informational text) ● "Mark of Resistance" by Adrienne Rich (poem) (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) ● Newsela article: "The Stonewall Riots" (LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) ● CommonLit article: "Why Do People Follow the Crowd" (informational text) (Holocaust Law: N.J.S.A. 18A:35-28) ● "Civil Disobedience" by Henry David Thoreau ● CommonLit article: "Danish Resistance During the Holocaust" (Holocaust Law: N.J.S.A. 18A:35-28) ● "A Horseman in the Sky" (short story) ● "I Fought the Law" by The Clash (song) ● "The Times They are a Changing" by Bob Dylan (song) (Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)
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	<ul style="list-style-type: none">• Identify who, when, where, or how to seek help for oneself or others when needed	<ul style="list-style-type: none">• “You’ve Got to Stand for Something” by Aaron Tippin (song) (Standards in Action: Climate Change)• “The Mending Wall” by Robert Frost (poem)• <i>Hamilton</i> songs• CommonLit article: “How the Daisy Ad Changed Everything”• CommonLit article: “Bias and Persuasion” <p>Independent Reading Texts: Student selected book of choice</p> <p>Interdisciplinary Connections: Content: NJSLS:</p> <ul style="list-style-type: none">• Suggested Visual and Performing Arts Resources for Content- Area Integration<ul style="list-style-type: none">○ Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.○ Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.○ Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.• Suggested Science Resources for Content-Area Integration<ul style="list-style-type: none">○ HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.• Suggested Math Resources for Content-Area Integration<ul style="list-style-type: none">○ MP.2 Reason abstractly and quantitatively. (HS-LS4-1)• Suggested Social Studies Resources for Content-Area Integration<ul style="list-style-type: none">○ -6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism
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		despite the discrimination they experienced in the military and workforce.	
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>	
Formative 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. ● Graphic organizers for analyzing themes, rhetorical devices and other unit specific items over extended periods of time and collecting information for essays. ● Literary Devices: Analyze in a particular text a variety of literary devices and compile evidence of understanding into a displayable folder or Google Doc. ● Vocabulary-Examine passages from the text and have students use context clues to identify the meaning of words. ● Use Padlet or Schoology discussion boards to formulate class discussions ● Reader Response Journal or Reading Logs ● Reading Comprehension Quizzes ● Class-run debates ● Class discussions using various online resources ● Prose-constructed responses ● Alternative Assessments (projects, student portfolios) 		Benchmarks: <ul style="list-style-type: none"> ● Ongoing assessments based on standards addressed ● Grade 10 Diagnostic and District Assessments Summative Assessments: <ul style="list-style-type: none"> ● Text-based tests and assessments ● Group projects ● Multimedia presentations ● Research Simulation Task Essays, Narrative Writing, and Literary Analysis Essays 	
Differentiated Student Access to Content: Teaching and Learning Resources/Materials			
Core Resources	Alternate Core Resources IEP/504/At-Risk/ESL	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● Print version of the text 	<ul style="list-style-type: none"> ● Modified Version of Texts ● Audio of Text 	<ul style="list-style-type: none"> ● Spanish language version of the text (when available) 	<ul style="list-style-type: none"> ● Group and individual presentations of chapters, connections to popular culture, reflective journals, blogs, poetry

Supplemental Resources

Technology:

- Schoology
- Google Chrome
- Google Drive
- Google Sites
- Smartboard
- Newsela
- CommonLit
- Khan Academy
- Vocabulary.com
- Quizlet
- Blendspace
- Padlet
- PearDeck
- NoRedInk
- EdPuzzle
- New York Times Learning Network
- TedEd
- IXL

Other:

- Books, Whiteboard, Document Camera, notebooks

**Differentiated Student Access to Content:
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● <i>Julius Caesar by William Shakespeare</i> 	<ul style="list-style-type: none"> ● Vocabulary: Circulate around the room and support students as they write their sample sentences. Provide visual glossary on an anchor chart to scaffold. Dissect sentences together. Reading: Work directly with 	<ul style="list-style-type: none"> ● Linguistics: Use sound and phonics transfer charts and lessons to identify where transfer of sounds occurs for English learners from students' native languages into English. Review vocabulary words and parts of speech in figuring out meaning. 	<ul style="list-style-type: none"> ● Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation. Provide opportunities for student driven instruction.

	<p>students to read and annotate text. Model annotation for the first one or two paragraphs. Then, allow students to finish annotating with partners or in groups.</p> <p>Review Prompt and Rubric: Work directly with students as a group to review prompts and rubrics.</p> <p>Prewriting: Work directly with students to begin planning their responses. Project a graphic organizer or outline and complete as a group. Discussion: Work directly with students as a group. Use a discussion guide and speaking frames to facilitate the discussion.</p>	<ul style="list-style-type: none"> ● Grammar Transfers: Use grammar transfer charts to address common mistakes that some English learners make in speaking and writing when they transfer grammatical forms from their native languages into English. Allow use of charts for grammar lessons and oral communication activities. Use of IXL. ● Cognates: 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"> ● Organizational/Behavioral Strategies: Establish a timeline for long-range projects ● Motivational Strategies: Provide fewer drill and practice activities when material is learned. Give students choices of activities in learning the content. Allow the student to ‘buy’ time for self-directed activities after material is learned. ● Assessment Strategies: Give a pretest to allow the student to demonstrate mastery. Provide self-checking materials. Provide tests at a higher level of thinking. ● Environmental Strategies: Arrange for a mentor to work with the student in the interest area Cluster group gifted/talented students by areas of strength in the classroom. Allow independent use of library.
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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"> ● 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. ● Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. ● In order for members of our society to participate productively,

		<p>information needs to be shared accurately and ethically.</p> <ul style="list-style-type: none"> • Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. • Innovative ideas or innovation can lead to career opportunities.
	<i>Performance Expectation/s:</i>	<p>-9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</p> <p>-9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.II.IPERS.7, 8.2.12.ETW.3).</p> <p>- 9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>-9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>-9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> • Act as a responsible and contributing community member and employee. • Consider the environmental, social and economic impacts of decisions. • Demonstrate creativity and innovation. • Utilize critical thinking to make sense of problems and persevere in solving them. 	

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law:	X	Holocaust Law:	X	LGBT and Disabilities	X	Diversity & Inclusion:	X	Standards in Action:
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Content Area: English Language Arts (NJSLS-ELA) Grades 6 - 12
Grade: 10

Dev. Date:
1/2022

	<i>N.J.S.A. 18A 52:16A-88</i>		<i>N.J.S.A. 18A:35-28</i>		<i>Law: N.J.S.A. 18A:35-4.35</i>		<i>N.J.S.A. 18A:35-4.36a</i>		<i>Climate Change</i>
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