

[NJSLA Grade 9-10](#)

Marking Period	Unit Title	Recommended Instructional Days
2	(Unit 2) Rationalism and Revolutionary America	40 days
<b>Reading Literature Text Strand:</b>	<b>Reading Informational Text Strand:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLA-ELA within Unit</b>
<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.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><b>Progress Indicator:</b> RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what</p>	<p>NJSLA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLA.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>NJSLA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p><b>Progress Indicator:</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>the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>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).</p> <p>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.</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</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 the connections that are drawn between them.</p> <p>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).</p> <p>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).</p> <p>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.</p> <p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance,</p>	
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	<p>(e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p>	
<p><b>Companion Standards Subject:</b></p>	<p><b>Writing Strand:</b></p>	
<p>NJLSA.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. NJLSA.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. NJLSA.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. NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>NJLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJLSA.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. NJLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJLSA.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. W.9-10.5. Develop and strengthen writing as needed by planning,</p>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>• How do writers/speakers utilize rhetorical devices to encourage readers/listeners to take action?</li> <li>• Why do people write about themselves?</li> <li>• What are the benefits of reading stories about other peoples’ lives?</li> <li>• How does reading and/or writing a memoir enhance self-reflection?</li> <li>• How is satire used to criticize both larger systems of government and individuals?</li> <li>• How can poetic form show patriotism?</li> </ul> <p><b>Activity Description:</b></p> <p><b>Interdisciplinary Connections: Content: ;NJSLA#:</b></p> <ul style="list-style-type: none"> <li>• Suggested Social Studies Resources for Content-Area Integration -6.3.12.D.1—<i>Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.</i> -6.1.12.A.2.f--<i>Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.</i> -<i>Have students research the Roman Republic and Empire in preparation for reading Julius Caesar.</i> - <i>MP.2 Reason abstractly and quantitatively. (HS-LS4-1)</i></li> </ul>

<p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p><b>Progress Indicator:</b></p> <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.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</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>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>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”).</p> <p><b>Progress Indicator:</b></p> <p>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.</p> <p>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.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in</p>	
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<p>RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>	<p>a manner that anticipates the audience's knowledge level and concerns.</p> <p>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.</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p> <p>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.</p> <p>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</p>	
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	<p>when useful to aiding comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>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.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</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</p>	
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	<p>significant for a specific purpose and audience.</p> <p>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.</p>	
<p><b>Speaking and Listening Strand:</b></p>	<p><b>Language Strand:</b></p>	
<p>NJSLSA.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>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</p> <p>NJSLSA.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>SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>	<p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use parallel structure.*</p> <p>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b><i>Progress Indicator:</i></b></p>	

<p><b>Progress Indicator:</b> 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. RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone. RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums. RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p>	<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly. 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. A. 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. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	
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	D. 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).	
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>	
<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>	
<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>• <i>The Autobiography of Benjamin Franklin</i> vocabulary posters and quizzes</li> <li>• Read and analyze Phillis Wheatley's</li> <li>• Compare how Tony Award Winning play <i>Hamilton</i> portrays the Founding Fathers</li> </ul>		<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Grade 10 Diagnostic Assessment</li> <li>• Grade 10 District Assessment</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>• Narrative Writing</li> </ul>

<ul style="list-style-type: none"> <li>● Discuss tone and word choice to understand the intention of creator/playwright Lin Manuel-Miranda</li> <li>● Using several inspirational speeches from different movies, decide how the speakers utilize ethos, pathos, and logos to appeal to the listeners and incite action</li> <li>● Analyze the difference between fake news and satirical articles</li> <li>● Alternative Assessments (projects, student portfolios, performance based assessments)</li> </ul>	<ul style="list-style-type: none"> <li>○ Create a journal similar to Franklin by reflecting on aspects of yourself you wish to improve. Follow this process for one week and answer honestly on your progress. At the end of the week, write an essay on your journey and what you have learned through this process.</li> <li>● Literary Analysis Essay             <ul style="list-style-type: none"> <li>○ Create a body biography for a character in <i>The Lord of the Flies</i> that shows understanding of character development and how that character develops a theme in the text.</li> <li>○ Construct a satirical poster as an American colonist during the Revolution that attempts to show the various issues caused by the British monarchy.                 <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>● Research Essay             <ul style="list-style-type: none"> <li>○ Watch the Sister Rose's Passion documentary and construct an essay based on the documentary                 <ul style="list-style-type: none"> <li>■ <b>(Holocaust Law: N.J.S.A. 18A:35-28)</b></li> </ul> </li> <li>○ Read Franklin's Petition from the Pennsylvania Society for the Abolition of Slavery and analyze how Franklin attempts to petition Congress on the abolition of slavery. Research a contemporary cause you are passionate about and construct your own letter to Congress.                 <ul style="list-style-type: none"> <li>■ <b>(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)</b></li> <li>■ <b>(Standards in Action: Climate Change)</b></li> </ul> </li> </ul> </li> </ul>
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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"> <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</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>

- perception
- Manipulatives

### Supplemental Resources

#### Technology:

##### Technology Integration:

- Websites:
  - Newsela, Formative, Vocabulary, Blendspace
  - CrashCourse Literature, CrashCourse History, TedTalk, TedEd
- Schoology, Google classroom, Teacher website, IXL
- Librivox, Lit2Go, Project Gutenberg
- Ipevo Document Camera
- Notebook program

#### Other:

##### Suggested literary texts

- Scripts from the *Hamilton* Musical
  - “Alexander Hamilton”
  - “The Story of Tonight”
  - “Right Hand Man”
- “His Excellency General Washington” by Philis Wheatly (**Amistad Law: N.J.S.A. 18A 52:16A-88**) (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)
- *The Lord of the Flies* by William Golding

##### Suggest informational texts

- Newsela Articles
  - “Red Jacket's Defense of Native American Religion” (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)
  - “The real consequences of fake news and why your brain can't ignore it”
- *The Autobiography of Benjamin Franklin*
- “The Crisis” and “Common Sense” by Thomas Paine
- Petition from the Pennsylvania Society for the Abolition of Slavery by Benjamin Franklin (**Amistad Law: N.J.S.A. 18A 52:16A-88**)
- *The Declaration of Independence*
- *Outline of American Literature: Pre-Colonial to Realism* by Kathryn Spankeren
- “Women Who Fought For the Vote” -Newsela Article (**LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35**)
- “The Stonewall Riots: Catalyst for Gay Rights Movement” -Newsela Article (**LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35**)

#### Classroom Equipment:

- Smartboard
- Laptop/Chromebook and Internet
- Whiteboard for the classroom

● Novels/books			
<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
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>

<b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b>	<b>Disciplinary Concept:</b> • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities.	
	<b>Core Ideas:</b>	There are reasons and consequences to taking on debt. •
	<b>Performance Expectation/s:</b>	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	Demonstrate creativity and innovation. Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.	

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X	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>	X	Standards in Action: <i>Climate Change</i>
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