

[NJSLs Grade 9-10](#)

Marking Period		Unit Title	Recommended Instructional Days
4		(Unit 4) Realism	40 days
Reading Literature Text Strand:	Reading Informational Text Strand:	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLs-ELA within Unit</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. RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text. 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. RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux	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. 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. 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. 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). RI.9-10.5. Analyze in detail how an author’s ideas or claims are		

<p>Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>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 theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p><b>Progress Indicator:</b></p> <p>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.9-10.4. 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>NJSLS.RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums,</p>	<p>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.9-10.8. Describe 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 reasoning.</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, (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>Progress Indicator:</b></p> <p>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</p>	
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<p>including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). 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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p>	<p>explicitly as well as inferentially, including determining where the text leaves matters uncertain. 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. 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. 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). 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. RI.9-10.9. Analyze and reflect on (e.g. practical knowledge,</p>	
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	<p>historical/cultural context, and background knowledge) documents of historical and literary significance, (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>NJSLSA.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.                  NJSLSA.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.                  NJSLSA.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>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.                   NJSLSA.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.                  NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.                  NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting</p>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>● What do effective readers do to help them to understand what they have read?</li> <li>● How is the pattern of conflict development and resolution different in short stories versus novels?</li> <li>● How is Realism a response to Romanticism?</li> <li>● How does the Women’s Rights Movement affect literature during the Realism Movement?</li> <li>● How can understanding the life of an author help to analyze the author’s works?</li> <li>● How can readers use historical criticism to interpret a work?</li> <li>● Why is diction important? How do authors construct tone?</li> <li>● How is the pattern of conflict development and resolution different in short stories versus novels?</li> <li>● Why is it useful to question an author or text?</li> <li>● How does prewar tensions influence American Literature?</li> <li>● How does Antebellum and post-Civil War ideology affect American Literature?</li> <li>● How can readers use Reader Response Criticism to interpret literature?</li> <li>● How do writers invent new ways to cultivate American culture?</li> <li>● What is American Literature?</li> </ul>

<p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</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><b><i>Progress Indicator:</i></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>or a day or two) for a range of tasks, purposes, and audiences.</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 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><i>Progress Indicator:</i></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><u>Activity Description:</u></b></p> <p>Small and large group discussions (i.e. Think-Pair-Share)</p> <p>Discussion on female writers and their impacts on literary history</p> <p>Guided or interactive editing or revision exercises</p> <p>Word games on Notebook for strengthening vocabulary</p> <p>Complete graphic organizers, such as TPCASTT forms and Venn Diagrams</p> <p>Writing revision tasks, both independently and with partners.</p>
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<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>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>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 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>	
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	<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 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>	
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	<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 significant for a specific purpose and audience.</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 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>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>	
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Speaking and Listening Strand:	Language Strand:
<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><b>Progress Indicator:</b>                      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. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by</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>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> <p><b>Progress Indicator:</b>                      L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.                      Use parallel structure.*                      Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific</p>

<p>referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented. 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. 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. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development,</p>	<p>meanings and add variety and interest to writing or presentations. 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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<p>and style are appropriate to task, purpose, and audience. 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>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).                  L.9-10.6. Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.</p>	
<p><b>Social and Emotional Learning:</b>  <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b>  <i>Sub-Competencies</i></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>	

<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>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Venn Diagram of Romanticism and Realism</li> <li>• K.W.H.L quiz on female authors and their writing</li> <li>• Researching the different methods of curing mental disorders on women during the early 1900s</li> <li>• Complete a literary analysis of a fairy tale in a group by viewing the fairy tale through different lenses</li> <li>• Read a short story by a contemporary female author and be prepared to do an informal presentation on that story</li> <li>• Create a chart on what defines an American novel.</li> <li>• Work in groups to create a small book club. Discuss which book your group would like to read next and the tasks your group has for dissecting that book. Be prepared to create a presentation on that book</li> <li>• Group quizzes on Billy Budd, Turn of the Screw, Ethan Frome, and Daisy Miller using Notebook</li> <li>• Alternative Assessments (projects, student portfolios, performance based assessments)</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Grade 10 Diagnostic Assessment</li> <li>• Grade 10 District Assessment</li> </ul> <p><b>Summative Assessments:</b></p> <p>Narrative Writing</p> <ul style="list-style-type: none"> <li>• With a selected partner, continue <i>A Story of An Hour</i>. Decide what theme you and your partner would like to focus on in your short story.</li> </ul> <p>Literary Analysis</p> <ul style="list-style-type: none"> <li>• In a group, create a poster that includes a historical, psychoanalytical, Marxist, and gender critical reading of your independent reading</li> <li>•</li> </ul> <p>Research Writing</p> <ul style="list-style-type: none"> <li>• Discuss the effects of the Industrial Period on the daily lives of urban workers as portrayed in “Life in the Iron Mills” <ul style="list-style-type: none"> <li>◦ <b>(Standards in Action: Climate Change)</b></li> </ul> </li> <li>• Compare how the treatment of mental disorders in the early 1900s had an affect on women authors <ul style="list-style-type: none"> <li>◦ <b>(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)</b> <b>(Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a)</b></li> </ul> </li> </ul> <p>Multiple Choice Exam on <i>Ethan Frome</i> AP Literature style exam on <i>The Awakening</i></p>	
<b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b>			
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> </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> </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>

<ul style="list-style-type: none"> <li>• Student Editions</li> </ul>	<ul style="list-style-type: none"> <li>• Provide options for perception</li> <li>• Manipulatives</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>o Newsela, Formative, Vocabulary, Blendspace, Canva</li> <li>o CrashCourse Literature, CrashCourse History, TedTalk, TedEd, Commonlit</li> </ul> </li> <li>• Schoology, Google classroom, 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>Ethan Frome</i> by Edith Wharton (<b>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</b>) (<b>Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a</b>)</li> <li>• Excerpts from <i>The Awakening</i> by Kate Chopin (<b>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</b>) (<b>Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a</b>)</li> <li>• Excerpts from <i>Little Women</i> by Louisa May Alcott</li> <li>• “The Story of An Hour” by Kate Chopin (<b>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</b>)</li> <li>• “The Yellow Wallpaper” by Charlotte Perkins (<b>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</b>)</li> <li>• “Life in the Iron Mills” by Rebecca Harding Davis (<b>Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a</b>)</li> <li>• Excerpts from <i>Billy Budd</i> by Herman Melville (<b>LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35</b>)</li> <li>• Excerpts from <i>Daisy Miller</i> by Henry James</li> <li>• Excerpts from <i>Turn of the Screw</i> by Henry James</li> <li>• Excerpts from <i>The Adventures of Huckleberry Finn</i> by Mark Twain (<b>Amistad Law: N.J.S.A. 18A 52:16A-88</b>)</li> <li>• <i>A Separate Peace</i> by John Knowles</li> <li>• <i>The Other Wes Moore</i> by Wes Moore (<b>Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a</b>)</li> </ul> <p><b>Suggest informational texts</b></p> <ul style="list-style-type: none"> <li>• Newsela Articles <ul style="list-style-type: none"> <li>o When Everything Changed: the Industrial Revolution (<b>Standards in Action: Climate Change</b>)</li> <li>o Industrialization changed the world's labor and everyday life (<b>Standards in Action: Climate Change</b>)</li> </ul> </li> <li>• National Park Services article - Ulysses S. Grant and General Orders No. 11 (<b>Holocaust Law: N.J.S.A. 18A:35-28</b>)</li> <li>• “Mark Twain” by Edgar Allan Poe</li> <li>• 60 minutes documentary “ “Huckleberry Finn” [sic] and the N-word debate” (<b>Amistad Law: N.J.S.A. 18A 52:16A-88</b>) (<b>Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a</b>)</li> </ul>			

- *Outline of American Literature: Pre-Colonial to Realism* by Kathryn Spankeren
- *How to Read Literature Like an English Professor* by Thomas C. Foster

**Classroom Equipment:**

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

**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"> <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>	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>solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>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>	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>