

NJSLA Grade 9-10 ELA

Marking Period		Unit Title	Recommended Instructional Days
2		Using or Losing Your Voice	40
Reading Literature Text Strand:	Reading Informational Text Strand:	<p>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLA-ELA within Unit</p>	
<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.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</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.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>Progress Indicator:</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 explicitly as well as inferentially,</p>		

<p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>Progress Indicator:</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>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>including determining where the text leaves matters uncertain.</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>	
Companion Standards Subject:	Writing Strand:	

<p>Progress Indicators:</p> <p>History:</p> <p>RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.</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.</p> <p>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.</p> <p>NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W10 Write routinely over extended time frames (time for</p>	<p><u>Essential Question/s:</u></p> <ul style="list-style-type: none">• Why is an individual's voice important?• Are people really free? Who or what "owns" us?• How can we protect human rights? How can reading and writing help in the quest to protect human rights?• Why do authority figures often seek to limit the voices of the masses?• How does one's culture and family shape one's identity? What other external factors influence one's identity?• What role do literature, art and journalism play in exposing the realities and unintended consequences of conflict, imperialism and war?• How can writing and speaking be acts of power or revolution? What does it mean to claim one's "voice"?• How does an individual know when to adapt to a changing society and when to hold to traditions? <p><u>Activity Description:</u></p> <p>Cite textual evidence to support analysis of theme, character and character development and plot.</p> <p>Analyze author's choice of language, especially the development of voice, influence of literary forms, and use of literary devices.</p> <p>Analyze literature for symbolic value and distinguish between summary and analysis as well as between analysis and overanalysis.</p> <p>Analyze character development and connections to the theme of voice.</p> <p>Implement author's style, especially use of sensory imagery</p> <p>Research and evaluate the legitimacy of sources of information and present findings.</p>
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	<p>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> <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, 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>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</p>	<p>Collaborate in conversation and on Chromebooks using Google Classroom</p> <p>Use close reading strategies while reading and notetaking.</p> <p>Define tragedy and analyze the common themes present in a tragedy by comparing last unit's <i>Romeo and Juliet</i> to <i>Things Fall Apart</i>.</p> <p>Edit their own writing for use of subject verb agreement and use of a variety of sentence types (compound, complex, compound-complex, as well as simple).</p> <p>Interdisciplinary Connections: Content: ;NJSLS#:</p> <p>Suggested Social Studies Resources for Content-Area Integration NJSLS 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></p> <p>Suggested Visual Art Resources for Content-Area Integration NJSLS 1.5.12 adv.Re8a:—<i>Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.</i></p>
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	<p>introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>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.)</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</p>	
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	<p>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>A. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>B. Apply <i>grades 9–10 Reading standards</i> 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>	
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><i>Progress Indicators:</i></p> <p>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.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</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. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</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><i>Progress Indicator:</i></p>	
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<ul style="list-style-type: none"> 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. 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. <p>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.</p> <p>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.</p> <p>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence</p>	<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use parallel structure.</p> <p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p> <p>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.</p> <ul style="list-style-type: none"> 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. Consult General And Specialized Reference 	
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<p>and rhetoric, identifying any false reasoning or distorted evidence.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>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> <ul style="list-style-type: none">• 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). <p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.</p> <p>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>	
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Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Social Awareness • Responsible Decision-Making • Relationship Skills 	<p>Recognize one's feelings and thoughts.</p> <p>Recognize one's personal traits, strengths, and limitations.</p> <p>Recognize the importance of self-confidence in handling daily tasks and challenges.</p> <p>Recognize the skills needed to be able to establish and achieve personal and educational goals.</p> <p>Recognize and identify the thoughts, feelings, and perspectives of others.</p> <p>Demonstrate awareness of the differences among individuals, groups, and others' cultural backgrounds.</p> <p>Evaluate personal, ethical, safety, and civic impact of decisions.</p> <p>Utilize positive communication and social skills to interact effectively with others.</p>	
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>
<u>Formative Assessments:</u>		<u>Benchmarks:</u> <ul style="list-style-type: none"> • Honors' 9 District Assessment #2- Multiple Choice and Essay <u>Summative Assessments:</u>

<ul style="list-style-type: none">● Reading Analysis- “A Christmas Memory” -Practice imitating author’s style by writing a creative response to the short story by Truman Capote. LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35● Pinwheel Discussion- Evaluate the choices made by each character in Chapter 7 in the incident involving Ikemefuna. Consider the incident from your character’s point of view. (Obierika, Okonkwo and Nwoye).● Cultural mini-presentations or essays● Quizzes- Brief comprehension quizzes and one paragraph writing assignments (Type 2)● Admit and Exit slips● Close Reading Analysis Assignments (Independent or Pairs/Groups)● TED Talk on Martin Pistorius (graphic organizer or paired passage work)● Quickwrites (Type 1) writing assignments as before, during and after reading comprehension strategies● Notes (Taking effective notes during reading to prepare for class discussion)	<ul style="list-style-type: none">● Narrative Essay- Imagine a new scene from Things Fall Apart and fill in new information that is consistent with plot, character, and mood. For example, a teacher may ask students to imagine what happened in the cave from Chielo’s perspective. Why did she take Ezinma? What was she trying to accomplish?● Literary Analysis Essay- Use what you have learned by reading Things Fall Apart and Johnny Got His Gun to write an essay that analyzes how both texts treat the issue of hegemony and its influence on personal identity. How were Okonkwo and Joe’s experiences reflective of being dominated? Develop your essay by providing textual evidence from both sources. Be sure to follow the format for writing an essay and use your Writing Handbook, Writer’s Checklist and Rubric to help you.● Research- Research texts or information about Africa or Nigeria in order to connect and build background knowledge while enhancing research skills. .● Read three informational articles, poems, or other sources on voice and power and discuss them in class, create a collaborative presentation.● Objective Test on Things Fall Apart and Johnny Got His Gun with a PCR that discusses how Achebe and Trumbo treat the issue of voice.● Paired Passage Work- Using essential excerpts from the anchor text Things Fall Apart and cluster pieces such as Metallica’s One and Conrad’s Heart of Darkness conduct a close reading of the paired passages and make connections or identify patterns and themes in order to analyze how the texts are complementary using NJSLA Literary Analysis strategies. Students may do this alone or in pairs and can represent their findings in a poster, document, or graphic organizer.		
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

<p>Chromebooks Novels Other readings Notebooks Online Learning Resources such as: No Red Ink and Edulastic Podcasts and TED Talks</p> <p>Anchor Texts: <i>Things Fall Apart</i> by Chinua Achebe Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> <i>Johnny Got His Gun</i> by Dalton Trumbo (independent reading)</p> <p>Suggested Texts: “Body Ritual Among the Nacirema” by Horace Miner Excerpt from <i>Freakonomics</i> by Stephen Dubner and Steven D. Levitt Excerpt from <i>Heart of</i> <i>Darkness</i> by Joseph Conrad “The Second Coming” by W.B. Yeats</p>	<ul style="list-style-type: none"> Modified assessments as required Extra support through tutorial Extra support through modified readings 	<ul style="list-style-type: none"> Merriam-Webster Online ELL Dictionary 	<ul style="list-style-type: none"> Providing a variety of rigorous materials
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“The Casualties” by John
Pepper Clark
“Cathedral” by Ray Carver
“A Christmas Memory” by
Truman Capote **LGBT and
Disabilities Law: N.J.S.A.
18A:35-4.35**
“Over There” by George
M. Cohan
“Forgive My Guilt” Robert
P. Tristram Coffin
“In Flanders Fields” by
John McCrae
“The Call” by Jessie Pope
“Universal Soldier” by
Buffy Sainte-Marie
**Diversity & Inclusion:
N.J.S.A. 18A:35-4.36a**
“Dulce et Decorum Est” by
Wilfred Owen
“The Things That Make a
Soldier Great” by Edgar
Guest
TED Talk: “How My Mind
Came Back to Life and No
One Knew” by Martin
Pistorius **LGBT and
Disabilities Law: N.J.S.A.
18A:35-4.35**

Supplemental Resources

Technology: Technology Integration: <ul style="list-style-type: none"> Websites: <ul style="list-style-type: none"> No Red Ink/Ed Puzzle/Edulastic CrashCourse Literature, CrashCourse History, TedTalk, TedEd Schoology Ipevo Document Camera Other: <ul style="list-style-type: none"> Post its, graphic organizers, other hands on materials. 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> Learning Contracts Centers/Stations Other readings Writing Conferences Think Pair Share Collaborating on Chromebooks as pairs, small groups or a whole class Modeling and scaffolding of writing process Peer editing Direct instruction 	<ul style="list-style-type: none"> Provide options for Comprehension Tiered Content/Activities Direct instruction Scaffolding Student-to-student support 	<ul style="list-style-type: none"> Enrichment Activities Tiered Content/Activities Direct instruction Scaffolding Student-to-student support 	<ul style="list-style-type: none"> Homogenous groupings with differentiated content and products as needed. Enrichment Activities Tiered Content/Activities
	Disciplinary Concept: <i>Global and Cultural Awareness, Critical Thinking and Problem-solving and Digital Citizenship</i>		

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Core Ideas:	<p>Individuals from different cultures may have different points of view and experiences.</p> <p>With a growth mindset, failure is an important part of success.</p> <p>Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original work without permission or appropriate credit.</p>
	Performance Expectation/s:	<p>9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5,7.1.NL.IPERS.6).</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p>9.4.2.DC.2: Explain the importance of respecting digital content of others.</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>Students will be aware of the importance of word choice and professional language when referring to diverse cultures.</p> <p>Students will learn how academic ethics affects their academic career and develop skills to use intellectual property and research effectively without plagiarizing.</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>		Standards in Action: <i>Climate Change</i>
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Content Area: English Language Arts (NJSL-ELA) Grades 6 - 12
Grade:9 (Honors)

Dev. Date:
Dec 2021