

Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
CR: Close Reading of Text	AW: Argumentative Writing	PE: Participate Effectively	RF: Foundational Skills: Reading Language
CI: Central Ideas and Themes	IW: Informative and Explanatory Writing	II: Integrate Information	WF: Foundational Skills: Written Language
IT: Interactions Among Text Elements	NW: Narrative Writing	ES: Evaluate Speakers	SS: System and Structure of Language
TS: Text Structure	WP: Writing Process	PI: Present Information	KL: Knowledge of Language
PP: Perspective and Purpose in Texts	WR: Writing Research	UM: Use Media	VL: Vocabulary Acquisition, Use, and Literal Meaning
MF: Diverse Media and Formats	SE: Sources of Evidence	AS: Adapt Speech	VI: Vocabulary Acquisition, Use and Interpretative Meaning
AA: Analysis of an Argument	RW: Range of Writing		
CT: Comparison of Texts			

Marking Period	Unit Title	Recommended Instructional Days
1	Unit 1: Journey to Cultural Awareness - Short Stories and <i>The Odyssey</i>	8-10 Weeks

Grade NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<p>Language Domain</p> <p>L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <ul style="list-style-type: none"> A. Use parallel structure. B. 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. C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. D. Use a colon to introduce a list or quotation. E. Recognize spelling conventions. <p>L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <ul style="list-style-type: none"> A. 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. 	<p>This unit is designed for Grade 9 and will provide students the structure, vocabulary, and strategies needed to analyze, interpret, and comprehend short stories and poetry. Two types of writing will be introduced, practiced and utilized, informational and creative. Key literary terms will be emphasized for better understanding of all forms of literature.</p> <p>Essential Question/s:</p> <ul style="list-style-type: none"> - How do authors use literary devices to create meaning? - What is character? - What makes a short story effective? - What mental processes help us create meaning as we read? - How are short stories relevant to life and the world around us? - What can the conflicts of others teach us about ourselves? - How can you relate to an author's theme? <p>Learning Targets:</p> <ul style="list-style-type: none"> - Students will be able to... <ul style="list-style-type: none"> • Demonstrate speaking, listening, writing, reading, and research skills throughout their study of the personal experience.

<p>B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>C. 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>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).</p> <p>L.VI.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>B. 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; how the language of a court opinion differs from that of a newspaper).</p>	<ul style="list-style-type: none">● Relate their own experiences to experiences of all humans connecting us through the art of the narrative.● Read closely, interpreting figurative language and its impact on the author’s purpose.● Produce creative writing using prose and poetry.● Create informational writing to inform or analyze.● Interpret literature on a literal and metaphorical level.● Analyze and interpret the author’s purpose.● Convey the purpose or meaning of an allegory● Work collaboratively with their peers to deepen their understanding of a work.● Make text-to-self connections through examination of theme and author’s purpose.● Demonstrate their abilities to inform, to persuade, or to express their own personal ideas through written mediums. <p>Students will understand that...</p> <ul style="list-style-type: none">- A text’s features, structures, and character development facilitate the reader’s ability to make meaning of the text.- The words writers choose to use are important; students must learn to be precise and diverse in their vocabulary.- Reading, writing about, and discussing a wide variety of texts will enhance communication skills as well as an understanding of a text.- Literature conveys an understanding of the human condition, the conflicts and relationships that transcend time and place.- Literary techniques and elements provide evidence for interpretation and analysis of literature.- Writing a response to literature enables the reader to develop critical thinking skills.- Good readers compare, infer, synthesize, and make connections to make text personally relevant and useful.- Rules, conventions of language, help readers understand what is being communicated.- Oral discussion helps to build connections to others and create
Reading Domain	
<p>Reading Literature:</p> <ul style="list-style-type: none">- RL.CR.9-10.1. Cite a range of thorough textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of	

what a **literary text** says explicitly and inferentially, **as well as interpretations of the text**; this may include determining where the text leaves matters uncertain.

- **RL.CI.9-10.2.** Determine one or more themes of a **literary text** and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- **RL.IT.9-10.3.** Analyze **how an author unfolds and develops ideas throughout a text, including** how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
- **RL.TS.9-10.4.** Analyze in detail the author’s choices concerning **the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time** (e.g., pacing, flashbacks) to create specific effects (e.g. mystery, tension, or surprise).
- **RL.PP.9-10.5.** Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- RL.CT.9–10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.

Reading Informational

- **RI.CR.9-10.1.** Cite a range of thorough textual evidence and make clear and relevant connections to **strongly** support an analysis of **multiple aspects of what an informational text** says explicitly and inferentially, **as well as interpretations of the text.**
- **RI.CI.9-10.2.** Determine **one or more central ideas of an informational text** and analyze how it is developed and refined over the course of a text,

opportunities for learning.

- Questioning and contributing help speakers convey their message, explore issues and clarify their thinking.

Unit Vocabulary and Elements of Discussion:

Tier II Vocabulary	Literary Terms
Plausible	Motif
Contradict	Magical Realism
Analyze	Non fiction
Interaction	Narrative
Requisite	Dramatic irony
Treat	Simile
Logical	Allusion
Tension	Metaphor
Impact	Alliteration
Synthesize	Situational irony
Circumstance	Epic poetry
Integrate	Symbolism
Correlate	Point of view
Emphasize	Thesis
Depict	Parallel structure
Valid	Conclusion
Bias	Dialogue
Conceive	Personification
Technique	Theme
Credible	Euphemism
Claim	Allegory
Clarify	Evidence
Objective	Oxymoron
	Pun

including how it emerges and is shaped by specific details; provide an objective summary of the text.

- **RI.IT.9-10.3.** Analyze how an author unfolds and **develops ideas throughout the text, including how an idea or series of ideas or events develop**, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them.
- **RI.TS.9-10.4.** Analyze in detail **the author’s choices concerning the structure of ideas or claims of a text, and how they are developed** and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **RI.PP.9-10.5.** Determine an author’s purpose in a text (**including cultural experience and knowledge reflected in text originating outside the United States**) and analyze how an author uses rhetorical devices to advance that purpose.
- **RI.AA.9-10.7.** Describe and evaluate the argument and specific claims in an **informational** text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- **RI.CT.9-10.8.** **Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.**

Writing Domain

-W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient **textual and non-textual** evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims **using sound reasoning, supplying data and evidence for each** while pointing out the strengths and limitations of both claim(s) and counterclaims in a **discipline-appropriate**

Inference
Rhetorical question
Sensory language
Voice
Foreshadowing
Onomatopoeia
Tragedy
Repetition
Genre
Fallacy
Imagery
Satire
Fable
Propaganda
Chronology
Hyperbole
Mood
Tone
Pathos
Ethos
Logos
setting
non-fiction
omniscient narrator
direct characterization
indirect characterization

Anchor Texts:

- *America Street: A Multicultural Anthology of Stories (Revised) Edited by Anne Mazer and Brice Particelli*
- “The Journey” by Duane Big Eagle

form and in a manner that anticipates the audience’s knowledge level and concerns.

- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

-W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

- *Optional:* “Thank You, M’am” by Langston Hughes
 - “Business at Eleven” by Toshio Mori
 - “La Ciramella” by Mary Mazotti
 - “Passing the Bread” by Veera Hiranandani
 - *The Odyssey*
 - “The Cyclops”
- Choose at least ONE of the following:*
- “The Beggar and the Faithful Dog”
 - “Death at the Palace”
 - Poetry:
 - “The Hill We Climb” by Amanda Gorman
 - “Phenomenal Woman” by Maya Angelou

Activity Descriptions:

- Possible Narrative Prompts:
 - Text → “Thank You, M’am” by Langston Hughes
 - Write a letter from Roger to Mrs. Jones set ten years after the story. What do you think he would say to her now that he could not say then? How do you think her actions affected his life?
 - Students write their own journey story, including obstacles, and lessons learned.
 - Students will take on the persona of a character from a story and craft a letter explaining their situation.
 - Text → “Passing the Bread” by Veera Hirnandani
 - *Option 1:* Shabbat, the Jewish sabbath, or day of rest, begins on Friday night with a dinner like the one Rasika’s family is having in this story. Write about a tradition or ceremony that you are required to participate in.
 - *Option 2:* Write about a friend or family member who has taken a stand and made you proud.
 - *Option 3:* Tell a story about a person who is making an effort to stay quiet in an uncomfortable situation. Focus on building that tension.

-W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

-W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

-W.SE.9–10.6. 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).

-W.RW.9–10.7. 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.

Speaking and Listening Domain

- L.PE.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 referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Possible Research Simulation Tasks:

- Text → “Business at Eleven” by Toshio Mori
 - Scholars will research the role of children during the Great Depression and the impact that this point in history had on their development/ability to enjoy their youth.
- Students will research one of the countries of origin for one of the author’s from America Street and study the immigration.

- Possible Creative Projects:

- Text → “Alone and All Together” by Joseph Geha
 - Scholars can research their own names and consider the background of their names. They can also consider the implications that culture has on names. If they do not want to choose their own name, they can choose a name that they like and research it.

- Possible Literary Analysis Tasks:

- 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. How are they similar?

Interdisciplinary Connections:

- **Connection to History** → Students will have the opportunity to research a cultural tradition from their background or an ethnic background of their choosing and create an informational guide. All the texts will provide scholars with a broader understanding of various cultures, religions, and traditions. Additionally, scholars will be provided with the opportunity to research various historical points (i.e. the Great Depression) and make text-to-world connections.
- **Connection to History** → In “Passing the Bread,” Rasika struggles between her Jewish background and her Hindu background. This can be

- 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.II.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.ES.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.PI.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.

- **SL.UM.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.

- **SL.AS.9–10.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

connected to the Jewish background of the Holocaust.

- 6.2.12.CivicsHR.4.a, & RH.9-10.5.

- **Connection to Science** → Students may utilize their understanding of science and research to expand on their writing. For example, scholars may consider writing a narrative in which a character is a doctor or a patient in need of care. For example, in the short story titled “The Circuit” by Francisco Jiminez.

- RST.9-10.2. & RST.9-10.5.

Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<p>Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making</p>	<p><i>Self-Awareness:</i></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><i>Self-Management:</i></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><i>Social Awareness:</i></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><i>Relationship Skills:</i></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. - Identify who, when, where, or how to seek help for oneself or others when needed. <p><i>Responsible Decision-Making:</i></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>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Exit Tickets (One minute responses given in at the end of the class). ● Venn Diagram comparing and contrasting important characters from the texts. ● Reading Quizzes ● Anticipation Guide 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Diagnostic/District Assessments ● Linkit Benchmark ● NJSLA ● IXL Benchmark <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Choose <i>one</i> Narrative prompt from the above options under “Activity Descriptions.” 	

<ul style="list-style-type: none"> ● Close reading activities to examine metaphorical and literal meaning. ● Read informational text articles relating to topics from short stories ● Reading Comprehension assessments ● Quick writes to prompt class discussion ● Written reflections and reader’s responses ● <i>Other Possible Options:</i> <ul style="list-style-type: none"> ○ Thematic Quotes Logbook-> pulling quotes as students actively read that prove themes related to the text. ○ Class run debates ○ Student presentations using Slides ○ Literature circles examining cultural, allegorical, metaphorical, and literal meanings. ○ Jamboards and online discussion forums ○ Vocabulary Quizzes 	<ul style="list-style-type: none"> ● Choose <i>one</i> Research Simulation prompt from the above options under “Activity Descriptions.”
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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>	ML Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● <i>America Street: A Multicultural Anthology of Stories</i> ● “The Cyclops” by Homer, an excerpt from The Odyssey ● “The Beggar and the Faithful Dog”, and excerpt from The Odyssey 	<ul style="list-style-type: none"> ● Modify test content and/or format, allow students to retake tests for additional credit, provide additional times and preferential seating as needed, review, restate and repeat directions, provide study guides, and/or break assignments 	<ul style="list-style-type: none"> ● Extend time requirements, preferred seating, positive reinforcement, check often for understanding/review, oral/visual directions/prompts when necessary, supplemental materials including use of online bilingual dictionaries, and modified assessment and/or rubric. 	<ul style="list-style-type: none"> ● Anchor Text plus two additional texts. ● Group and individual presentations ● Assign independent projects. ● Speak to Student Interests ● Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum. ● Tiered Content/Activities ● Provide a variety of rigorous materials

- “Death at the Palace”
an excerpt from The
Odyssey by Homer
- “The Hill We Climb”
by Amanda Gorman
- “Phenomenal Woman”
by Maya Angelou

into segments of shorter
tasks.

Supplemental Resources

Technology:

- Schoology
- EdPuzzle
- Google Newspapers
- Google Lit Trips
- Google Drive
- Graphic organizers
- Kahoot!
- Socratic
- TedEd
- IXL
- YouTube
- CommonLit

Other:

- Throughout our readings, there are many discussions regarding African American history. This discussion may be sparked by texts such as “Thank You, M’am” by Langston Hughes.
 - **(Amistad Law: N.J.S.A. 18A 52:16A-88)**
- Throughout the various short stories, scholars will have the platform to consider various opportunities to consider culture, gender, sexuality, and identity.
 - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- Among the individuals that we will be discussing and the plays that we will be reading, there are many people with diverse backgrounds. Additionally, scholars will be exposed to various cultures from one short story to the next (i.e. African American, Mexican, Chinese, Palestinian, Japanese, etc).
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- In the story titled “The Circuit,” the scholars will have the platform and opportunity to research and learn more about food harvesting. This will open discussions about taking care of the environment and the impact that this has on people’s lives.
 - **(Standards in Action: Climate Change)**
- In “Passing the Bread,” Rasika struggles between her Jewish background and her Hindu background. This can be connected to the Jewish background of the

Holocaust.

- **(Holocaust Law: N.J.S.A. 18A:35-28)**

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

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> ● <i>America Street: A Multicultural Anthology of Stories</i> ● “The Cyclops” by Homer, an excerpt from The Odyssey ● “The Beggar and the Faithful Dog”, and excerpt from The Odyssey ● “Death at the Palace” an excerpt from The Odyssey by Homer ● “The Hill We Climb” by Amanda Gorman ● “Phenomenal Woman” by Maya Angelou 	<ul style="list-style-type: none"> ● Extra Support Readers ● Provide options for comprehension ● Tiered Content/Activities ● Provide a variety of materials ● Provide options for perception ● Highlighting and annotation of text. ● Text-To-Speech application. ● Anchor Chart for Vocabulary & Text Structure. 	<ul style="list-style-type: none"> ● 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. ● Anchor Chart for Vocabulary & Text Structure. ● Audio Summary. 	<ul style="list-style-type: none"> ● Write a research paper describing connections between two texts by the same author. ● Leadership Roles ● Assign independent projects. ● Speak to Student Interests ● Plan for differentiation.

<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concept:</p>	
	<p>Core Ideas:</p>	<ul style="list-style-type: none"> ● Continually self-reflects and seeks to improve the essential life and career practices that lead to success. ● Uses effective communication and collaboration skills and resources to interact with a global society.

		<ul style="list-style-type: none"> • Is financially literate and financially responsible at home and in the broader community. • Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions. • Seeks to attain skill and content mastery to achieve success in a chosen career path.
	Performance Expectation/s:	<ul style="list-style-type: none"> • Use effective communication and collaboration skills and resources to interact with a global society.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.</p>	

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>
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