

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
2	Unit 2: The Journey to Truth (<i>Animal Farm</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> <p>A. Use parallel structure.</p> <p>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.</p> <p>C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>D. Use a colon to introduce a list or quotation.</p> <p>E. Recognize spelling conventions.</p>	<p>Essential Question/s:</p> <ul style="list-style-type: none"> • Competition can be healthy, but where do you draw the line? • Does competition bring out the best or worst in people? • Does everyone have the capacity to act immorally in certain circumstances? • Is rivalry natural in a friendship? • What contributes to a person’s success and overall happiness? • How do beliefs, ethics, or values influence success? • Should your compensation from working with a group or society reflect your contribution? • How does involvement in a group or community change your perspective? Can the actions of a leader, or individual members, change these perspectives? • To what extent does power, or the lack of power, affect individuals? • Does absolute power corrupt, absolutely? <p>Activity Description:</p> <ul style="list-style-type: none"> • Sustained silent reading • Oral and written response to discussion questions • Written response will include use of Drive and Slides

- **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.

- 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.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- **L.VI.9-10.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- 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.
- C. **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).**

- Direct instruction on reading informational text
- Direct instruction on research process and MLA format
- Direct instruction on close reading techniques
- Independent research on mob mentality
- Independent research on propaganda usage during WWII by Nazis and by Allies

Unit Learning Targets:

- Use of propaganda in history (Ethos, Pathos, Logos)
- Irony
- Satire
- Allegory
- Allusion
- Totalitarianism
- Communism
- Socialism
- Capitalism
- Joseph Stalin
- Leon Trotsky
- Czar Nicholas II

Interdisciplinary Connections:

- **Connection to History** → Students will have the opportunity to compare the events of the novel to that of the Russian Revolution and the Holocaust (dictator characteristics).

Reading Domain

Reading Literature:

- **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.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.

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, **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.MF.9-10.6.** Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **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.

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 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.

- **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.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

-**SL.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.
- 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.

<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.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.</p> <p>- 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.</p> <p>- 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.</p> <p>- 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. 🌱</p> <p>- SL.AS.9–10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>		
<p>Social and Emotional Learning: <i>Competencies</i></p>	<p>Social and Emotional Learning: <i>Sub-Competencies</i></p>	
<p>Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making</p>	<p>1. Recognize and identify the thoughts, feelings, and perspectives of others.</p> <p>2. Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds.</p>	

	<p>3. Demonstrate an understanding of the need for mutual respect when viewpoints differ.</p> <p>4. Demonstrate an awareness of the expectations for social interactions in a variety of settings.</p>		
<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"> ● Illustrate types of propaganda in politics and advertising ● Explain the use of epithets in reference to Napoleon ● Reading Comprehension assessments ● Quick writes to prompt class discussion ● Reading Quizzes ● Anticipation Guide ● Create a children’s storybook or a video to retell the story of Animal Farm ● Create a toy based on a character from Animal Farm for final chapter ● Prose- Constructed Response ● Reading Comprehension assessments ● Class run debates (Socratic Seminar/FishBowl) ● Student presentations using Slides 	<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"> ● Research Simulation Task: Students will research and analyze usages of rhetorical appeals (ethos, pathos, logos) in the Russian Revolution. ● Narrative Writing Task: Students will write a narrative on the life of Snowball after he was chased from Animal Farm. Did he act covertly against Napoleon? Was he living the life of a mere obedient animal? ● Literary Analysis: Students will compare two excerpts from <i>Animal Farm</i> with passages from both Squealer and Napoleon. Write a four-paragraph essay that analyzes <i>how</i> the characters’ manipulation** tactics help them to gain and maintain power. Use evidence from <u>both</u> excerpts to support your response. Prompt: How do Squealer and Napoleon use different manipulation tactics to help them gain and maintain power? 		
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
<p>Core Resources</p>	<p>Alternate Core Resources</p>	<p>ML Core Resources</p>	
<p>Gifted & Talented Core Resources</p>			

<i>IEP/504/At-Risk/ESL</i>			
<ul style="list-style-type: none"> ● Anchor Text: <i>Animal Farm</i> by George Orwell 	<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 into segments of shorter tasks. 	<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"> ● 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.
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Schoology ● EdPuzzle ● Google Newspapers ● Google Lit Trips ● Google Drive ● Graphic organizers ● Kahoot! ● Socratic ● TedEd ● IXL ● YouTube ● CommonLit <p>Other:</p> <ul style="list-style-type: none"> ● This will relate to the standard of 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. 🌱 <ul style="list-style-type: none"> ○ (Standards in Action: Climate Change) ● Students can compare the dictatorial leadership of the characters (i.e. Napoleon) to that of Hitler in the Holocaust. Students will consider if the characteristics of a dictator apply to the character(s). 			

- **(Holocaust Law: N.J.S.A. 18A:35-28)**
- Students can connect the status of the characters to those of diverse backgrounds in society (i.e. inequality, race/gender, other identities).
- **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**

**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"> ● Anchor Text: <i>Animal Farm</i> by George Orwell 	<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 by scaffolding to use higher level thinking questions

NJSLS CAREER READINESS, LIFE LITERACIES & KEY	Disciplinary Concept:	
	Core Ideas:	<ul style="list-style-type: none"> ● Continually self-reflects and seeks to improve the essential life and career practices that lead to success.

SKILLS		<ul style="list-style-type: none"> • Uses effective communication and collaboration skills and resources to interact with a global society. • 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.
	<i>Performance Expectation/s:</i>	<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)

Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		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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