

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

Marking Period	Unit Title	Recommended Instructional Days
3	Unit 3: The Modern Journey ( <i>The Alchemist</i> )	8-10 Weeks

Grade NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<b>Language Domain</b>	
<p>- <b>L.SS.9-10.1.</b> Demonstrate command of the <b>system and structure of the English language</b> 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. <b>Recognize spelling conventions.</b></p> <p>- <b>L.KL.9–10.2.</b> Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>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>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>● What is your Personal Legend?</li> <li>● What is more important: the journey or the destination?</li> <li>● What does it mean to lead a good life?</li> <li>● How do we find meaning in life?</li> <li>● How do life’s work and passion intersect?</li> <li>● Do people control their own destinies?</li> <li>● What can you learn from observation and self-reflection?</li> <li>● How do people make sense of themselves and of the world?</li> </ul> <p><b>Learning targets:</b></p> <ul style="list-style-type: none"> <li>● How to demonstrate speaking, listening, writing, reading, and research skills throughout their study of the personal experience.</li> <li>● How to relate their own experiences to experiences of all humans connecting us through the art of the narrative.</li> <li>● How to read closely, interpreting figurative language and its impact on the author's purpose.</li> <li>● How to interpret literature on a literal and metaphorical level.</li> <li>● How to analyze magical realism and its conventions</li> <li>● How to convey the purpose or meaning of an allegory</li> </ul>

- 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.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.

- 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. 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).

- **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).**

- How to work collaboratively with their peers to deepen their understanding of a work.
- How to make text-to-self connections through examination of theme and author’s purpose
- How to demonstrate their abilities to inform, to persuade, or to express their own personal ideas through written mediums

**Activity Description:**

- Hero’s Journey for Santiago
- Personal Narrative about Personal Legend
- Daily Journaling about events of the novel related to their lives (i.e. quote analysis, text connections).
- Comprehension check through written work or discussion
- Identify central ideas
- Define text-specific vocabulary words
- Self-improvement project (i.e. mandala reflecting on Personal Legend)
- Venn Diagram Compare and Contrast with different characters
- Slide Decks

**Interdisciplinary Connections: Content; NJSLS#:**

- **Connection to History** → Andalusian girl (Merchant’s Daughter) and the Egyptian Pyramid, Spanish Inquisition
- **Connection to Geography** → Andalusia, Africa, Sahara Desert, Sand Dunes, Al Fayoum Oasis
- **Connection to Philosophy** → Soul of the World, Paradise, Battle and Alchemy
- **Business and Career Explorations** → Research project to find one’s own Personal Legend in careers or future avenues of study.

**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.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.MF.9–10.6.** Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
- **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, 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 ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **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.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 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.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**

- **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.
- 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.

<b>Social and Emotional Learning: <i>Competencies</i></b>	<b>Social and Emotional Learning: <i>Sub-Competencies</i></b>		
Self-Awareness Self-Management Social Awareness Relationship Skills Responsible Decision-Making	<ol style="list-style-type: none"> <li>1. Recognize and identify the thoughts, feelings, and perspectives of others.</li> <li>2. Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds.</li> <li>3. Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>4. Demonstrate an awareness of the expectations for social interactions in a variety of settings.</li> </ol>		
<p style="text-align: center;"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Exit Tickets</li> <li>● Venn Diagram comparing and contrasting important characters from the text (Santiago and the Englishman, Englishman vs. the Alchemist)</li> <li>● Reading Quizzes</li> <li>● Anticipation Guide</li> <li>● Close reading activities to examine metaphorical and literal meaning</li> <li>● Reading Comprehension assessments</li> <li>● Class run debates</li> <li>● Student presentations using Slides</li> <li>● Literature circles examining cultural, allegorical, metaphorical, and literal meanings.</li> <li>● Discussion forums</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● Diagnostic/District Assessments</li> <li>● Linkit Benchmark</li> <li>● NJSLA</li> <li>● IXL Benchmark</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Socratic Seminar: Students will prepare and debate on what is more important: the journey or the destination based on the events of the novel.</li> <li>● Narrative: Students write their own journey story, which includes their personal legend, obstacles, and lessons learned.</li> <li>● Research Simulation Task: Students will examine three articles on love at first sight and answer the question: Is Love at First Sight Real?</li> <li>● Self Improvement Project: Students will identify their own personal legend, creating a plan to follow that legend.</li> </ul>	

<ul style="list-style-type: none"> <li>• Quick writes to prompt class discussion</li> <li>• Written reflections and reader’s responses</li> </ul>			
<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
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"> <li>• <b>Anchor Text:</b> <i>The Alchemist</i> by Paul Coelho</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Group and individual presentations</li> <li>• Assign independent projects.</li> <li>• Speak to Student Interests</li> <li>• Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.</li> <li>• Tiered Content/Activities</li> <li>• Provide a variety of rigorous materials</li> </ul>
<b>Supplemental Resources</b>			
<b>Technology:</b> <ul style="list-style-type: none"> <li>• Schoology</li> <li>• EdPuzzle</li> <li>• Google Newspapers</li> <li>• Google Lit Trips</li> <li>• Google Drive</li> <li>• Graphic organizers</li> <li>• Kahoot</li> <li>• Socratic</li> <li>• TedEd</li> </ul>			

- IXL
- Other:**
- Throughout the novel, scholars will have the platform to consider various opportunities in regards to culture, gender, sexuality, and identity. They will be able to consider their Personal Legend and their purpose in life.
    - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**
  - Students will have the platform to consider traditions from other cultures, backgrounds, and how they work together in society. This will make the scholars more aware and inclusive to the backgrounds discussed, analyzed, and learned about throughout the novel.
    - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
  - Scholars will have the platform to consider Santiago’s journey geographically. It also addresses the standard: **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. 🌱
    - **(Standards in Action: Climate Change)**

**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"> <li>● <b>Anchor Text:</b> <i>The Alchemist</i> by Paul Coelho</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>● Highlighting and annotation of text.</li> <li>● Text-To-Speech application.</li> <li>● Anchor Chart for Vocabulary &amp; Text Structure.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Anchor Chart for Vocabulary &amp; Text Structure.</li> <li>● Audio Summary.</li> </ul>	<ul style="list-style-type: none"> <li>● Leadership Roles</li> <li>● Assign independent projects.</li> <li>● Speak to Student Interests</li> <li>● Plan for differentiation by scaffolding to use higher level thinking questions</li> </ul>

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

Content Area: English Language Arts (NJSL-ELA) Grades  
Grade: 9

Dev. Date:  
September 2024

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