

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
4	The Journey for Acceptance - Romeo and Juliet	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>- 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> <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>Essential Question/s:</p> <ul style="list-style-type: none"> • What role does family play in a person’s identity? • How does loyalty play a role in <i>Romeo and Juliet</i>? • Is love at first sight possible? • How can an author use language to establish or define a character? • Is there such a thing as fate? • What are the key themes in <i>Romeo and Juliet</i>? • How does language affect the way in which a play is understood? <p>Unit Learning Targets:</p> <ul style="list-style-type: none"> • Key terms (imagery, irony, foreshadowing, motif, symbolism, etc) • Key themes (forbidden love, violence, feuds, loyalty, revenge) • How to read and interpret difficult language • The relationship between imagery, motif, and theme.

<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>- 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 nuances in the meaning of words with similar denotations.</p> <p>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).</p>	<ul style="list-style-type: none">● The history and context of <i>Romeo and Juliet</i>● The importance of character development.● Key plot event● Apply interpretive reading strategies. Develop a well-reasoned thesis.● Apply the writing process to produce a draft and revision of a character analysis essay.● Analysis of author’s language and motifs, development of complex characters and external and internal conflicts and themes <p><u>Activity Description:</u></p> <ul style="list-style-type: none">● Comprehension check through written work or discussion● Identify central ideas● Define text-specific vocabulary words● How to demonstrate speaking, listening, writing, reading, and research skills throughout their study of the personal experience.● How to read closely, interpreting figurative language and its impact on the author's purpose.● How to interpret literature on a literal and metaphorical level.● 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● Reading and understanding connections between complex texts
<p style="text-align: center;">Reading Domain</p>	<p><u>Activity Description:</u></p> <ul style="list-style-type: none">● Mask Project to symbolize characters

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 how an 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) create specific effects (e.g., mystery, tension, or surprise).
- **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 and 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

- 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
- Narrative Task → Write a letter from Romeo to Juliet (or vice versa) using their characteristics to communicate with their love. They will pretend that their letters were not sent/received.

Interdisciplinary Connections: Content;; NJSLS#:

- **Connection to History** → We will discuss the history of the production of Shakespeare's plays and how they originated. We will also discuss the history of the Amphitheater and the historical background to *Romeo and Juliet*.

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.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.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

- **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.

Social and Emotional Learning:
Competencies

Social and Emotional Learning:
Sub-Competencies

<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 2. Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds 3. Demonstrate an understanding of the need for mutual respect when viewpoints differ 4. Demonstrate an awareness of the expectations for social interactions in a variety of settings</p>	
<p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;">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 ● Close readings of textual excerpts and poems in order to practice reading strategies, conduct guided reading or analyze the text for literary elements. ● Prose- Constructed Response ● Reading Comprehension assessments ● Debates/Socratic Seminar ● Student Presentations using Slides ● Reader's response journal ● Character Notes and Paragraphs Letter/Journal/Blog Entry ● Creative Character Extensions— Students write a backstory, a deleted scene, or an alternate ending to extend their comprehension of the character they work with. ● Character Profile Posters ● Turn a soliloquy into a dialogue to emphasize the internal conversation. 		<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"> ● A culminating writing task: <ul style="list-style-type: none"> ○ Analyze how patterns of language create a motif that reveals the central idea/theme of the text. ○ Write a literary analysis of a text. ● A creative project: <ul style="list-style-type: none"> ○ Create a mask that uses symbols that characterize a character from the play. ● A cold-read task: <ul style="list-style-type: none"> ○ Read and understand connections between complex texts ○ Write an explanatory essay ● Create a children's storybook to retell the story of Romeo and Juliet. ● An extension task: <ul style="list-style-type: none"> ○ Conduct research on a given topic (i.e. love at first sight). ○ Develop an argumentative essay that incorporates research.
<p>Differentiated Student Access to Content:</p>		

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"> ● Anchor Text: <i>Romeo and Juliet</i> by William Shakespeare 	<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 ● MyShakespeare <p>Other:</p>			

- When we utilize the standard 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), we will make connections to the world that emphasize the importance of discussing climate change and the impact on the environment.
 - **(Standards in Action: Climate Change)**
- This text by Shakespeare will be extended to connect to other texts that share similar ideas and themes:
 - Fiction:
 - “A Poison Tree,” William Blake (Poem) **LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**
 - “The Raven,” Edgar Allan Poe (Poem)
 - “The Story of Pyramus and Thisbe” from Metamorphoses, Ovid
 - Informational Texts (Nonfiction)
 - “The Teen Brain: Still Under Construction,” National Institute of Mental Health **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
 - “Teenage Brains Are Malleable and Vulnerable, Researchers Say,” Jon Hamilton
 - “On Revenge,” Sir Francis Bacon
 - “Teenage Brains,” David Dobbs, National Geographic (October 2011)
 - Non-print Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)
 - Romeo + Juliet, Baz Luhrmann (Film) **Amistad Law: N.J.S.A. 18A 52:16A-88**
 - Where's Romeo? (c. 1912), William Hatherell (Art; Act III, Scene iii)
 - The Reconciliation of the Montagues and Capulets over the Dead Bodies of Romeo and Juliet, 1853- 55, Frederic Lord Leighton (Art)
 - “Understanding the Mysterious Teenage Brain,” Talk of the Nation, NPR (Text and Audio) **(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
<i>Romeo and Juliet</i> by William Shakespeare	<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 	<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. 	<ul style="list-style-type: none"> ● Leadership Roles ● Assign independent projects. ● Speak to Student Interests ● Plan for differentiation. Consider

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept:	
	<i>Core Ideas:</i>	<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. ● 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	
	<ul style="list-style-type: none"> ● 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. 	

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

Dev. Date:
September 2024

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