

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
1	Unit 1: The Human Heart and Mind	45 Days

Grade NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<p><b>Language Domain</b></p> <p>L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.</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>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>• How does drama shape life and how does life shape drama?</li> <li>• How do authors explore the human mind and heart?</li> <li>• What experiences of the human mind and heart are universal?</li> <li>• What makes the teenage brain unique and why should teenagers be aware of their own brain’s changes?</li> <li>• How do emotions affect behavior?</li> <li>• How do relationships (familial, friendship, romantic, collegial, etc. ) influence our values, choices, and lives?</li> <li>• Why do authors create patterns and/or contrasts in their writing?</li> <li>• Why are metacognition and self reflection important to reading and self success?</li> <li>• What is literary theory and how do different literary lenses affect literary analysis?</li> <li>• What is the impact of language and word choice on a text?</li> <li>• In what ways can informational text and literature connect and complement one another?</li> </ul>

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).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

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;

**Activity Description:**

- Reflect on their own personality and learning style preferences, as a means of creating a better understanding of themselves and helping their teacher to instruct and connect with them better.
- Writing Workshop: Cite textual evidence to support analysis of theme, character and character development and plot.
- Reading Workshop: Analyze author’s choice of language, especially literary devices.
- Compare two texts analytically, focusing on differences and critical nuances, for example: how different authors treat a similar subject and different directors’ interpretations of the same text in order to analyze tone and distinguish a shift in tone.
- Identify different craft moves that authors use and practice them in risk-free workshop writing sessions
- Collaborate in conversation and on Chromebooks
- Use close reading strategies while reading and notetaking.
- Distinguish between summary and analysis in writing. Use active verbs to promote analysis in writing.
- Use transitions to promote organization and fluency in writing.
- Small Group: Defend a viewpoint using evidence and ethics, both verbally and in writing
- Independent Work: Edit their own writing for use of complete sentences and correct comma usage.

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

- 1.4.12acc. Cr2b: Cooperate as a creative team to make informative and analytical choices for devised or scripted theatre work.
- 1.4.12prof. Cr3a: Use script analysis to inform choices impacting the believability and authenticity of a character.

how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

### Reading Domain

#### Reading Literature

RL.CR.9–10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including 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 the 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 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.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.

- 1.4.12prof. Pr5b: Explore and discover character choices using given circumstances in devised or scripted theatre work.
- 1.4.12prof. Re7b: Collaboratively analyze how artistic choices in a theatrical work affect personal and peer reactions.
- 1.4.12prof. Re8a: Examine a devised or scripted theatre work and identify the supporting evidence/criteria for its effectiveness to communicate the central message considering the play’s history, culture, and political context.
- 1.4.12adv. Re8c: Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.
- 6.2.12. History CC.5.h: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.

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

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 and 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 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 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.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. 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.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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.

<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><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>
<ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management</li> <li>• Social Awareness</li> <li>• Responsible Decision-Making</li> <li>• Relationship Skills</li> </ul>	<p>Recognize one’s feelings and thoughts.</p> <p>Recognize one’s personal traits, strengths, and limitations.</p> <p>Recognize the importance of self-confidence in handling daily tasks and challenges.</p> <p>Recognize the skills needed to be able to establish and achieve personal and educational goals.</p> <p>Recognize and identify the thoughts, feelings, and perspectives of others.</p> <p>Demonstrate and awareness of the differences among individuals, groups, and others’ cultural backgrounds.</p> <p>Evaluate personal, ethical, safety, and civic impact of decisions.</p> <p>Utilize positive communication and social skills to interact effectively with others.</p>

<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>● Small Group Discussion</li><li>● Journal Writing</li><li>● Peer/Self Assessment</li><li>● Reading Response Log</li><li>● Notebook Check</li><li>● Discussion boards</li><li>● Writing/reading journals</li><li>● Reading workshop</li><li>● Writing workshop</li><li>● Peer editing, reflection, and revision</li><li>● Technology-based assessments</li><li>● Presentations</li><li>● Oral reading</li><li>● Cooperative Learning/Inquiry Based Lesson- Find examples of suicidal ideation in Romeo and Juliet and discuss how it can be prevented.</li><li>● Pinwheel Discussion- Is either Romeo or Juliet a tragic hero?</li><li>● Tableaux Vivants- Block, rehearse and perform a scene from Shakespeare, using a limited amount of lines in order to assess comprehension and visualize an important part of the play.</li><li>● Quizzes- Brief comprehension quizzes and one paragraph writing assignments</li><li>● Admit and Exit slips and/or Quickwrites- writing assignments as before, during and after reading comprehension strategies</li><li>● Task Cards, Discussion Cards, Silent Discussion or other dialectical learning strategies for practice in class.</li></ul>	<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"><li>● Honors 9 District Assessment #1- Multiple Choice and Essay</li><li>● LinkIt Benchmarks</li></ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Narrative Essay- This I Believe- How can adults better support teenagers? <b>(LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35 Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a)</b></li><li>● Literary Analysis Essay- What type of love do you want in a future relationship? Examine the ways love is portrayed in Shakespearean sonnets and modern love songs (or poems) using the strategies for paired literary analysis. Trace the ways that Shakespeare influenced this author. Example: Sonnet 73 and Ed Sheeran’s “Thinking Out Loud.” It is also important for students to develop a sense that comparison does not just mean finding similarities, especially generalities, like “they both talk about love” but growing to understand important nuances and distinctions.</li><li>● Research- Research William Shakespeare, Elizabethan England or the Renaissance (different topics), collaborate to analyze and synthesize the information and present findings to the class.</li><li>● Objective Test on <i>Romeo and Juliet</i> with short PCR on character development.</li><li>● Romeo and Juliet Cold Case Collaborative Project Based Inquiry Project</li></ul>

- Open-Ended Responses- Literary Analysis Practice- Analyze the development of either Romeo or Juliet and how their relationships with other characters have contributed to this development.
- Writing Practice- Formative Writing, such as practice introduction, conclusion, quote embedding, thesis, etc.

**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"> <li>• Chromebooks</li> <li>• Novels</li> <li>• Other readings</li> <li>• Notebooks</li> <li>• Online Learning</li> <li>Resources such as: No Red Ink and Edulastic</li> <li>• Podcasts and TED Talks</li> <li>• Common Lit/NewsELA</li> <li>• <i>The New York Times</i>: The Learning Network</li> <li>• <b>Anchor Texts:</b> <i>Romeo and Juliet</i> by William Shakespeare <b>(LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Modified assessments as required</li> <li>• Extra support through tutorial</li> <li>• Extra support through modified readings</li> <li>• Online Thesaurus</li> <li>• Extra Support Readers</li> <li>• Tiered Content/Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Merriam-Webster Online ELL Dictionary/ Online Thesaurus</li> <li>• Extra Support Readers</li> <li>• Tiered Content/Activities</li> <li>• Topic choice</li> <li>• ML Basics</li> <li>• Paired work</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a variety of rigorous materials</li> <li>• Allowing student choice to stimulate brain engagement</li> <li>• Tiered Content/Activities</li> <li>• Cooperative Learning/Mentor</li> <li>• Anchor text plus two additional</li> <li>• Assign independent work based on student interests and conferences</li> <li>• Consider pre-assessments and extension activities</li> <li>• Leveled tests and formative practice questions</li> <li>• Possible leveling up for summative assignments (Bloom's)</li> </ul>

- *The Sound of Waves* by Yukio Mishima (summer reading) (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)
- Assorted Sonnets by William Shakespeare

**Suggested Texts:**

- “The Seven Ages of Man” by William Shakespeare
- “Decoding the Teenage Brain (in 3 Charts)” by Stephen Merrill (Edutopia)
- “Why Teenage Brains Are So Hard to Understand” by Alexandra Sifferlin
- “Why Teens are Impulsive, Addiction Prone, and Should Protect Their Brains” by Frances Jensen (Podcast, good with doodle notes)

<ul style="list-style-type: none"><li>• “The Impulsive Teen Brain Isn’t Based in Science” by Dan Romer</li><li>• Learning Styles Quiz</li><li>• MBTI Personality Quiz</li><li>• <i>Zeffirelli’s Romeo and Juliet</i>, directed by Franco Zeffirelli (with Olivia Hussey and Leonard Whiting)</li><li>• <i>Romeo + Juliet</i>, directed by Baz Luhrmann (with Claire Danes and Leonardo Di Caprio) <b>(LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35 Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a</b></li><li>• TED Talk: “How to Raise Successful Kids- Without Overparenting” by Julie Lythcott-Haims</li></ul>			
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- List of Signs and Symptoms of Suicidal Ideation
- Disney Pixar’s film “Inside Out” (excerpts)
- “This Romeo and Juliet Defies Gender Tradition” - Sacramento State News, Spring 2020  
**(LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35)**

**Supplemental Resources**

**Technology:**

**Technology Integration:**

- Websites:
  - o No Red Ink
  - o Ed Puzzle
  - o Edulastic
  - o CrashCourse Literature
  - o CrashCourse History
  - o TedTalk/ TedEd
  - o NY Times
  - o Edutopia
- Schoology
- Ipevo Document Camera

**Other:**

Post its, graphic organizers, other hands on materials as possible or practical.

<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ML Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>● Chromebooks</li> <li>● Novels</li> <li>● Other readings</li> <li>● Notebooks</li> <li>● Online Learning Resources such as: No Red Ink and Edulastic</li> <li>● Podcasts and TED Talks</li> <li>● Common Lit/NewsELA</li> <li>● <i>The New York Times</i>: The Learning Network</li> <li>● <b>Anchor Texts:</b> <i>Romeo and Juliet</i> by William Shakespeare <b>(LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35)</b></li> <li>● <i>The Sound of Waves</i> by Yukio</li> </ul>	<ul style="list-style-type: none"> <li>● Modified assessments as required</li> <li>● Extra support through tutorial</li> <li>● Extra support through modified readings</li> <li>● Online Thesaurus</li> <li>● Extra Support Readers</li> <li>● Tiered Content/Activities</li> </ul>	<ul style="list-style-type: none"> <li>● Merriam-Webster Online ELL Dictionary/ Online Thesaurus</li> <li>● Extra Support Readers</li> <li>● Tiered Content/Activities</li> </ul>	<ul style="list-style-type: none"> <li>● Providing a variety of rigorous materials</li> <li>● Allowing student choice to stimulate brain engagement</li> <li>● Tiered Content/Activities</li> <li>● Cooperative Learning/Mentor</li> </ul>

Mishima  
(summer  
reading)  
**(Diversity &  
Inclusion:  
N.J.S.A.  
18A:35-4.36a)**

- Assorted  
Sonnets by  
William  
Shakespeare

**Suggested Texts:**

- “The Seven  
Ages of Man”  
by William  
Shakespeare
- “Decoding the  
Teenage Brain  
(in 3 Charts)”  
by Stephen  
Merrill  
(Edutopia)
- “Why Teenage  
Brains Are So  
Hard to  
Understand” by  
Alexandra  
Sifferlin

<ul style="list-style-type: none"><li>• “Why Teens are Impulsive, Addiction Prone, and Should Protect Their Brains” by Frances Jensen (Podcast, good with doodle notes)</li><li>• “The Impulsive Teen Brain Isn’t Based in Science” by Dan Romer</li><li>• “Drama Bug” by David Sedaris <b>(LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.3)</b></li><li>• Learning Styles Quiz/MBTI Personality Quiz</li></ul>			
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<ul style="list-style-type: none"><li>• <i>Zeffirelli's Romeo and Juliet</i>, directed by Franco Zeffirelli (with Olivia Hussey and Leonard Whiting)</li><li>• <i>Romeo + Juliet</i>, directed by Baz Luhrmann (with Claire Danes and Leonardo Di Caprio) <b>(LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35 Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a)</b></li><li>• TED Talk: "How to Raise Successful Kids- Without Overparenting" by Julie Lythcott-Haims</li></ul>			
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<ul style="list-style-type: none"> <li>List of Signs and Symptoms of Suicidal Ideation</li> <li>Disney Pixar’s film “Inside Out” (excerpts)</li> <li>“This Romeo and Juliet Defies Gender Tradition” - Sacramento State News, Spring 2020 <b>(LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35 )</b></li> </ul>			
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> <li>Individuals from different cultures may have different points of view and experiences.</li> <li>Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original work without permission or appropriate credit.</li> <li>Collaboration with individuals with diverse experiences can aid in the</li> </ul>

		problem-solving process, particularly for global issues where diverse solutions are needed.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> <li>● 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5,7.1.NL.IPERS.6).</li> <li>● 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</li> <li>● 9.4.2.DC.2: Explain the importance of respecting digital content of others.</li> <li>● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). -9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<p>Students will learn how academic ethics affects their academic career and develop skills to use intellectual property and research effectively without plagiarizing.</p> <p>Students will develop a growth mindset and focus on improving on their own continuum.</p> <p>Students will learn to reflect on their personal strengths and weaknesses by completing a personality assessment and reflection.</p> <p>Act as a responsible and contributing community member.</p> <p>Consider the environmental, social and economic impacts of decisions.</p> <p>Utilize critical thinking to make sense of problems and persevere in solving them.</p>	

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

Dev. Date:  
April 2024

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>		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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