

[New Jersey State Learning Standards](#)

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			

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Marking Period	Unit Title	Recommended Instructional Days
2	Unit 2 “Using and Losing Your Voice”	45 Days

Grade NJSL- 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><u>Essential Question/s:</u></p> <ul style="list-style-type: none"> ● Why is an individual’s voice important? ● Are people really free? Who or what “owns” us? ● How can we protect human rights? How can reading and writing help in the quest to protect human rights? ● Why do authority figures often seek to limit the voices of the masses? ● How does one’s culture and family shape one’s identity? What other external factors influence one’s identity? ● What role do literature, art and journalism play in exposing the realities and unintended consequences of conflict, imperialism and war? ● How can writing and speaking be acts of power or revolution? What does it mean to claim one’s “voice”? ● How does an individual know when to adapt to a changing society and when to hold to traditions?

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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.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.**

Activity Description:

Cite textual evidence to support analysis of theme, character and character development and plot.

Analyze author’s choice of language, especially the development of voice, influence of literary forms, and use of literary devices.

Analyze literature for symbolic value and distinguish between summary and analysis as well as between analysis and overanalysis.

Analyze character development and connections to the theme of voice.

Implement author’s style, especially use of sensory imagery

Research and evaluate the legitimacy of sources of information and present findings.

Collaborate in conversation and on Chromebooks using Google Classroom

Use close reading strategies while reading and notetaking.

Define tragedy and analyze the common themes present in a tragedy by comparing last unit’s *Romeo and Juliet* to *Things Fall Apart*.

Edit their own writing for use of subject verb agreement and use of a variety of sentence types (compound, complex, compound-complex, as well as simple).

Interdisciplinary Connections: Content;; NJSLS#:

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E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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).**

Suggested Social Studies Resources for Content-Area Integration
NJSLS 6.3.12.D.1—*Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.*

Suggested Visual Art Resources for Content-Area Integration
NJSLS 1.5.12 adv.Re8a:—*Analyze differing interpretations of an artwork or collection of works in order to select and defend a plausible critical analysis.*

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.

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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).

by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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 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.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.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

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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

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 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.

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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.**
- 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.**

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- 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.

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- 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

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Social and Emotional Learning:

Sub-Competencies

- Recognize one’s feelings and thoughts.
- Recognize one’s personal traits, strengths, and limitations.
- Recognize the importance of self-confidence in handling daily tasks and challenges.

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	<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>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>Formative Assessments:</p> <ul style="list-style-type: none"> • Reading Analysis- "A Christmas Memory" -Practice imitating author's style by writing a creative response to the short story by Truman Capote. LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 • Pinwheel Discussion- Evaluate the choices made by each character in Chapter 7 in the incident involving Ikemefuna. Consider the incident from your character's point of view. (Obierika, Okonkwo and Nwoye). • Cultural mini-presentations or essays • Quizzes- Brief comprehension quizzes and one paragraph writing assignments • Admit and Exit slips 	<p>Benchmarks:</p> <ul style="list-style-type: none"> • Honors' 9 District Assessment #2- Multiple Choice and Essay • LinkIt Benchmark Assessment <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Narrative Essay- Imagine a new scene from Things Fall Apart and fill in new information that is consistent with plot, character, and mood. For example, a teacher may ask students to imagine what happened in the cave from Chielo's perspective. Why did she take Ezinma? What was she trying to accomplish? • Literary Analysis Essay- Use ***** • Research- Research texts or information about Africa or Nigeria, or other cultures in order to connect and build background knowledge while enhancing research skills. • Objective Test on <i>Things Fall Apart</i> aligned to NJSLA format (close reading) • Paired Passage Work- Using essential excerpts from the anchor text <i>Things Fall Apart</i> and cluster pieces such as Conrad's <i>Heart of Darkness</i> conduct a close reading of the paired passages and make connections or identify patterns and themes in order to analyze how the texts are complementary using NJSLA Literary Analysis strategies. 	

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<ul style="list-style-type: none"> ● Close Reading Analysis Assignments (Independent or Pairs/Groups) ● TED Talk “How My Mind Came Back to Life and Nobody Knew” by Martin Pistorius (graphic organizer or paired passage work) ● Quickwrites (Type 1) writing assignments as before, during and after reading comprehension strategies ● Notes (Taking effective notes during reading to prepare for class discussion) 	<p>Students may do this alone or in pairs and can represent their findings in a poster, document, or graphic organizer.</p>
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**Differentiated Student Access to Content:
Teaching and Learning *Resources/Materials***

<p>Core Resources</p>	<p>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></p>	<p>ML Core Resources</p>	<p>Gifted & Talented Core Resources</p>
<ul style="list-style-type: none"> ● Chromebooks ● Novels ● Other readings ● Notebooks ● Online Learning Resources such as: No Red Ink and Edulastic ● Podcasts and TED Talks ● Anchor Texts: <i>Things Fall Apart</i> by Chinua Achebe 	<ul style="list-style-type: none"> ● Modified assessments as required ● Extra support through tutorial ● Extra support through modified readings 	<ul style="list-style-type: none"> ● Merriam-Webster Online ELL Dictionary ● Extra Support Readers ● Tiered Content/Activities ● Topic choice ● ML Basics ● Paired work 	<ul style="list-style-type: none"> ● Providing a variety of rigorous materials ● Allowing student choice to stimulate brain engagement ● Tiered Content/Activities ● Cooperative Learning/Mentor ● Anchor text plus two additional ● Assign independent work based on student interests and conferences ● Consider pre-assessments and extension activities ● Leveled tests and formative practice questions

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<p>Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i></p> <p>Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> <i>Johnny Got His Gun</i> by Dalton Trumbo (independent reading)</p> <p>Suggested Texts:</p> <ul style="list-style-type: none">• “Body Ritual Among the Nacirema” by Horace Miner Excerpt from <i>Freakonomics</i> by Stephen Dubner and Steven D. Levitt• Excerpt from <i>Heart of Darkness</i> by Joseph Conrad• “The Second Coming” by W.B. Yeats• “The Casualties” by John Pepper Clark• “Cathedral” by Ray Carver• “A Christmas Memory” by Truman Capote <p>LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i></p>			<ul style="list-style-type: none">• Possible leveling up for summative assignments (Bloom’s)
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- “Over There” by George M. Cohan
- “Forgive My Guilt” Robert P. Tristram Coffin
- “In Flanders Fields” by John McCrae
- “The Call” by Jessie Pope
- “Universal Soldier” by Buffy Sainte-Marie
- **Diversity & Inclusion:**
N.J.S.A. 18A:35-4.36a
- “Dulce et Decorum Est” by Wilfred Owen
- “The Things That Make a Soldier Great” by Edgar Guest
- TED Talk: “How My Mind Came Back to Life and No One Knew” by Martin Pistorius **LGBT and Disabilities Law:**
N.J.S.A. 18A:35-4.35

Supplemental Resources

Technology:

Technology Integration:

- Websites:
 - o No Red Ink/Ed Puzzle/Edulastic

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- o CrashCourse Literature, CrashCourse History, TedTalk, TedEd
- Schoology
- Ipevo Document Camera

Other:

- Post its, graphic organizers, other hands on materials.

**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"> • Learning Contracts • Centers/Stations • Other readings • Writing Conferences • Think Pair Share • Collaborating on Chromebooks as pairs, small groups or a whole class • Modeling and scaffolding of writing process • Peer editing • Direct instruction 	<ul style="list-style-type: none"> • Provide options for Comprehension • Tiered Content/Activities • Direct instruction • Scaffolding • Student-to-student support 	<ul style="list-style-type: none"> • Enrichment Activities • Tiered Content/Activities • Direct instruction • Scaffolding • Student-to-student support 	<ul style="list-style-type: none"> • Homogenous groupings with differentiated content and products as needed. • Enrichment Activities • Tiered Content/Activities

Disciplinary Concept:

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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Core Ideas:	<p>Individuals from different cultures may have different points of view and experiences.</p> <p>With a growth mindset, failure is an important part of success.</p> <p>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.</p>
	Performance Expectation/s:	<p>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).</p> <p>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p>9.4.2.DC.2: Explain the importance of respecting digital content of others.</p>
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> ● Students will be aware of the importance of word choice and professional language when referring to diverse cultures. ● Students will learn how academic ethics affects their academic career and develop skills to use intellectual property and research effectively without plagiarizing. 	

New Jersey Legislative Statutes and Administrative Code
(place an “X” before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		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>		Standards in Action: <i>Climate Change</i>
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