

| 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 |
|----------------|---------------------------------|--------------------------------|
| 4              | Unit 4: Journey to Home or Away | 8-10 Weeks                     |

| Grade<br>NJSLS - ELA  | Core Ideas and Practices<br>Interdisciplinary Standards   |
|---|---|
| <p><b>Language Domain</b></p> <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. <b>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></p> | <p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>- Why does an individual’s voice matter? How have individual voices contributed to major social revolutions?</li> <li>- What influence does one’s home or homeland have on an individual? Why might people leave their homes?</li> <li>- What influence do our families have on an individual? How might an individual feel conflicted between home and safety vs. adventure, a conflict the Greeks described as nostos vs. kleos?</li> <li>- How might self discovery or self acceptance bring people closer to or further apart from their families?</li> <li>- What characteristics does a hero possess? How are heroes defined by the values of their culture?</li> <li>- What is a hero’s journey? Why do so many texts follow this archetype?</li> <li>- What is the human “journey”? Why do many authors refer to the collective journey of mankind?</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).**

D. 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 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).**

#### 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

#### Learning Targets:

##### - Students will be able to...

- Cite textual evidence to support analysis of theme, character and character development and plot.
- Trace the steps of the hero’s journey in literature and film.
- Evaluate the use of archetypes in literature and film.
- Analyze author’s choice of language, especially the use of literary devices.
- Explain how understanding ancient literature can help one to understand modern literature.
- Explain and analyze the Greek concepts and why they are relevant today.
- Explain and identify the Greek concept of **kairos** and why politicians utilize it in speeches often.
- Research and evaluate the legitimacy of sources of information and present findings.
- Collaborate in conversation and on Chromebooks
- Use close reading strategies while reading and notetaking.
- Defend a viewpoint verbally and in writing
- Recognize author’s use of active and passive voice.
- Edit their own writing for passive and active voice.

#### Anchor Texts:

*The Odyssey (Homer)* - available in textbook or novel form.

#### Suggested Texts:

- *Colour Runner*- Anthony Ashe

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.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 a 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 in detail the author’s choices concerning **the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time** (e.g., pacing, flashbacks) to create specific effects (e.g. mystery, tension, or surprise).
- **RL.PP.9-10.5.** Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
- 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,

- “Calypso” by Suzanne Vega
- “Penelope” by Dorothy Parker
- “Siren Song” by Margaret Atwood
- “Ithaka” by Constantine Cavafy
- “Circe’s Power” by Louise Gluck
- “Home at Last” by Steely Dan
- “Speech at Brandenburg Gate” by Ronald Reagan
- “The Necklace” by Guy de Maupassant via Common Lit
- “Greek Society” by Mark Cartwright via Common Lit
- Maria Shriver’s Commencement Speech at Annenburg School for Communication
- “The Amistad Odyssey” by Jacqueline Trescott
- “On His Blindness” by John Milton

#### Activity Descriptions:

- Narrative Essay- My journey- Students will choose an episode (or 2 or 3) of the Odyssey and write a narrative about a personal adventure with a similar theme. For example, students may write about their “Scylla and Charybdis” when they had to make a difficult decision – or their “Penelope” someone they miss greatly.
- Literary Analysis Essay- Use what you have learned by reading to write an essay that analyzes how both texts treat the issue of a psychological or emotional journey. Develop your essay by providing textual evidence from both sources. Be sure to follow the format for writing an essay and use your Writing Handbook, Writer’s Checklist and Rubric to help you

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

- **RI.IT.9-10.3.** Analyze how an author unfolds and **develops ideas throughout the text, including how an idea or series of ideas or events develop**, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them.
- **RI.TS.9-10.4.** Analyze in detail **the author’s choices concerning the structure of ideas or claims of a text, and how they are developed** and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **RI.PP.9-10.5.** Determine an author’s purpose in a text (**including cultural experience and knowledge reflected in text originating outside the United States**) and analyze how an author uses rhetorical devices to advance that purpose.
- **RI.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.
- **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.**

- Research- Research information on the hero’s journey and create a diagram that traces the hero’s journey in a favorite text or film.
- Objective Test on *The Odyssey* and with short PCR on how each character (Enrique and Odysseus) was affected by the steps of the hero’s journey.

**Interdisciplinary Connections:**

- 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.
- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such New Jersey Department of Education June 2020 21 knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**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**

**- L.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:<br/><i>Competencies</i></b>  | <b>Social and Emotional Learning:<br/><i>Sub-Competencies</i></b>   |  |
|--|---|--|
| <p>Self-Awareness<br/>Self-Management<br/>Social Awareness<br/>Relationship Skills<br/>Responsible Decision-Making</p> | <p><b><i>Self-Awareness:</i></b></p> <ul style="list-style-type: none"> <li>- Recognize one’s feelings and thoughts.</li> <li>- Recognize the impact of one’s feelings and thoughts on one’s own behavior.</li> <li>- Recognize one’s personal traits, strengths, and limitations.</li> <li>- Recognize the importance of self-confidence in handling daily tasks and challenges.</li> </ul> <p><b><i>Self-Management:</i></b></p> <ul style="list-style-type: none"> <li>- Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors.</li> <li>- Recognize the skills needed to establish and achieve personal and educational goals.</li> <li>- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals.</li> </ul> <p><b><i>Social Awareness:</i></b></p> <ul style="list-style-type: none"> <li>- Recognize and identify the thoughts, feelings, and perspectives of others.</li> <li>- Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds.</li> <li>- Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>- Demonstrate an awareness of the expectations for social interactions in a variety of settings.</li> </ul> |  |

|  |   |  |
|--|---|--|
|  | <p><b>Relationship Skills:</b></p> <ul style="list-style-type: none"> <li>- Establish and maintain healthy relationships.</li> <li>- Utilize positive communication and social skills to interact effectively with others.</li> <li>- Identify ways to resist inappropriate social pressure.</li> <li>- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</li> <li>- Identify who, when, where, or how to seek help for oneself or others when needed.</li> </ul> <p><b>Responsible Decision-Making:</b></p> <ul style="list-style-type: none"> <li>- Develop, implement, and model effective problem-solving and critical thinking skills.</li> <li>- Identify the consequences associated with one's actions in order to make constructive choices.</li> <li>- Evaluate personal, ethical, safety, and civic impact of decisions.</li> </ul> |  |
| <p><b>Assessments (Formative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>   | <p><b>Assessments (Summative)</b><br/><i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>   |  |
| <p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Pinwheel Discussion- Read a modern poem/song inspired by <i>The Odyssey</i> and come together to discuss how each author added or altered Homer's concepts and themes.</li> <li>•</li> </ul> | <p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Honors 9 District Assessment #4- Multiple Choice and Essay</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Narrative Essay- My journey- Students will choose an episode (or 2 or 3) of the <i>Odyssey</i> and write a narrative about a personal adventure with a</li> </ul>  |  |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Quizzes- Brief comprehension quizzes and one paragraph writing assignments (Type 2)</li> <li>• Vocabulary and grammar quizzes to support comprehension or writing instruction.</li> <li>• Admit and Exit slips</li> <li>• Quickwrites (Type 1) writing assignments as before, during and after reading comprehension strategies</li> <li>• Three Levels of Thinking Literary Response Notes- Sticky Notes, Chart, or Notebook format</li> </ul> | <p>similar theme. For example, students may write about their “Scylla and Charybdis” when they had to make a difficult decision – or their “Penelope” someone they miss greatly.</p> <ul style="list-style-type: none"> <li>• Literary Analysis Essay- Use what you have learned by reading to write an essay that analyzes how both texts treat the issue of a psychological or emotional journey. Develop your essay by providing textual evidence from both sources. Be sure to follow the format for writing an essay and use your Writing Handbook, Writer’s Checklist and Rubric to help you</li> <li>• Research- Research information on the hero’s journey and create a diagram that traces the hero’s journey in a favorite text or film.</li> <li>• Objective Test on <i>The Odyssey</i> and with short PCR on how each character (Enrique and Odysseus) was affected by the steps of the hero’s journey.</li> </ul> |
|--|--|

**Differentiated Student Access to Content:  
Teaching and Learning Resources/Materials**

| Core Resources  | Alternate Core Resources<br><i>IEP/504/At-Risk/ESL</i>  | ML Core Resources   | Gifted & Talented Core Resources   |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>• Hyperdocs</li> <li>• Novels</li> <li>• Other readings</li> <li>• Notebooks</li> <li>• Online Learning Resources such as: No Red Ink, Common Lit and Edulastic</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> </ul> | <ul style="list-style-type: none"> <li>• Merriam-Webster Online ELL Dictionary</li> </ul> | <ul style="list-style-type: none"> <li>• Providing a variety of rigorous materials</li> <li>• Tiered content</li> <li>• Allowing student choice to stimulate brain engagement</li> </ul> |

|  |  |  |  |
|--|--|--|--|
| <ul style="list-style-type: none"><li>• Podcasts and TED Talks</li></ul> <p><b>Anchor Texts:</b><br/><i>The Odyssey (Homer)</i> - available in textbook or novel form.</p> <p><b>Suggested Texts:</b></p> <ul style="list-style-type: none"><li>• <i>Colour Runner</i>- Anthony Ashe</li><li>• “Calypso” by Suzanne Vega</li><li>• “Penelope” by Dorothy Parker</li><li>• “Siren Song” by Margaret Atwood</li><li>• “Ithaka” by Constantine Cavafy</li><li>• “Circe’s Power” by Louise Gluck</li><li>• “Home at Last” by Steely Dan</li><li>• “Speech at Brandenburg Gate” by Ronald Reagan</li><li>• “The Necklace” by Guy de Maupassant via Common Lit</li></ul> |  |  |  |
|--|--|--|--|

- “Greek Society” by Mark Cartwright via Common Lit
- Maria Shriver’s Commencement Speech at Annenburg School for Communication
- “The Amistad Odyssey” by Jacqueline Trescott
- “On His Blindness” by John Milton

**Supplemental Resources**

**Technology:**

- Schoology
- EdPuzzle
- Google Newspapers
- Google Lit Trips
- Google Drive
- Graphic organizers
- Kahoot!
- Socratic
- TedEd
- IXL
- YouTube
- CommonLit

**Other:**

- Throughout our readings, there are many connections that can be made including:
  - “Siren Song” by Margaret Atwood

- **LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35* and Diversity & Inclusion: *N.J.S.A. 18A:35-4.36a***
- “Circe’s Power” by Louise Gluck
  - **LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35***
- “The Amistad Odyssey” by Jacqueline Trescott
  - **Amistad Law: *N.J.S.A. 18A 52:16A-88***
- “On His Blindness” by John Milton
  - **LGBT and Disabilities Law: *N.J.S.A. 18A:35-4.35***
- When we utilize various standards including 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*)**

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

| Core Resources   | Alternate Core Resources<br><i>IEP/504/At-Risk/ESL</i>  | ML Core Resources  | Gifted & Talented Core   |
|--|---|--|--|
| <ul style="list-style-type: none"> <li>● Learning Contracts</li> <li>● Centers/Stations</li> <li>● Other readings</li> <li>● Writing Conferences</li> <li>● Think Pair Share</li> <li>● Collaborating on Chromebooks as pairs, small groups or a whole class</li> <li>● Modeling and scaffolding of writing process</li> <li>● Peer editing</li> <li>● Direct instruction</li> <li>●</li> <li>●</li> </ul> | <ul style="list-style-type: none"> <li>● Provide options for Comprehension</li> <li>● Tiered Content/Activities</li> <li>● Direct instruction</li> <li>● Scaffolding</li> <li>● Student-to-student support</li> </ul> | <ul style="list-style-type: none"> <li>● Enrichment Activities</li> <li>● Direct instruction</li> <li>● Scaffolding</li> <li>● Teacher-to-student or student-to-student support</li> </ul> | <ul style="list-style-type: none"> <li>● Homogenous groupings with differentiated content and products as needed.</li> <li>● Enrichment Activities</li> <li>● Tiered Activities</li> </ul> |

|   |  |  |
|---|--|--|
| <b>NJSLS CAREER READINESS,<br/>LIFE LITERACIES &amp; KEY<br/>SKILLS</b> | <b>Disciplinary Concept: <i>Creativity and Innovation, Critical Thinking and Problem-solving and Global and Cultural Awareness</i></b>   |  |
|   | <b>Core Ideas:</b>   | <ul style="list-style-type: none"> <li>● <i>Brainstorming can create new, innovative ideas.</i></li> <li>● <i>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</i></li> <li>● <i>Individuals from different cultures may have different points of view and experiences.</i></li> </ul>  |
|   | <b>Performance Expectation/s:</b>  | <ul style="list-style-type: none"> <li>● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 2.1.2.EH.1, 6.1.2.CivicsCM.2).</li> <li>● 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</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.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> </ul> |
|   | <b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>   |  |
|   | <ul style="list-style-type: none"> <li>- Students will use the example of Odysseus’ innovation, strategy, and creative problem solving as an example of the cultural value of logic, creativity, innovation, creative thinking and problem solving.</li> <li>- Students will identify the various ways that characters solve their problems in fiction and nonfiction texts.</li> <li>- Students will analyze the ways that a hero, particularly an epic hero like Odysseus, is representative of the values of his or her culture.</li> <li>- Students will use information about the ancient Greeks to contextualize the epic poem and analyze it through a cultural lens.</li> <li>- Students will then analyze modern American heroes in order to critically evaluate the statements that it makes about our culture.</li> </ul> |  |

Content Area: English Language Arts (NJSLS-ELA) Grades  
Grade: 9 (Honors/Pre AP)

Dev. Date:  
September 2024

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

|   |   |  |   |   |   |   |   |   |   |
|---|---|--|---|---|---|---|---|---|---|
| X | Amistad Law:<br><i>N.J.S.A. 18A<br/>52:16A-88</i> |  | Holocaust Law:<br><i>N.J.S.A. 18A:35-28</i> | X | LGBT and Disabilities<br>Law: <i>N.J.S.A. 18A:35-4.35</i> | X | Diversity & Inclusion: <i>N.J.S.A.<br/>18A:35-4.36a</i> | X | Standards in Action:<br><i>Climate Change</i> |
|---|---|--|---|---|---|---|---|---|---|