

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

Marking Period	Unit Title	Recommended Instructional Days
3	Conflicts Between Morality and Law	45 Days

Grade 10 NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<p align="center"><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><b>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></p>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>● What is our obligation to follow laws? Is there an exception for moral reasoning? Are we ever obligated to break the rules?</li> <li>● How far would you be willing to go for what you believe is right?</li> <li>● In what ways is a government responsible to and for its people?</li> <li>● How far does a government have the right to go in creating rules for individuals?</li> <li>● Can a leader show uncertainty and maintain leadership?</li> <li>● To what degree will you go to preserve self-interest versus acting on behalf of the common good?</li> <li>● Who is the oppressed, and what defines a victim?</li> <li>● Who has the right to judge someone else’s morality?</li> <li>● Why do some people resist change?</li> <li>● How do emotions play a part in persuasion?</li> </ul> <p><b>Learning Targets:</b> <i>Students will know</i></p> <ul style="list-style-type: none"> <li>● the definition of “obligation”</li> <li>● the definition of “civic duty”</li> </ul>

<p>B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p> <p>C. <b>Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p> <p><b>L.VL.9-10.3.</b> 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. <b>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).</b></p> <p>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.</p> <p><b>L.VI.9-10.4.</b> 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. <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).</b></p>	<ul style="list-style-type: none"><li>● the term “citizens’ rights”</li><li>● the difference between monologues and soliloquies</li><li>● text-specific literary devices</li><li>● text-specific vocabulary</li><li>● how various authors portray the idea of government and the citizens’ obligations</li><li>● how to use strategies before, during, and after reading to aid in the construction and enhancement of meaning</li></ul> <p><i>Students will be able to</i></p> <ul style="list-style-type: none"><li>● read and interpret Shakespeare</li><li>● analyze a Shakespearean text for the idea of a citizen’s obligation to following laws and/or breaking the laws</li><li>● compare/contrast the idea of positive and negative protesting</li><li>● analyze personal accounts in relation to literary renditions</li><li>● understand, recognize, and utilize figurative language</li><li>● write arguments, informative/explanatory, and narrative pieces</li><li>● discuss topics that are meaningful and impactful to their everyday lives while connecting it to all literature</li><li>● prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively</li></ul> <p><b><u>Unit Enduring Understanding:</u></b></p> <ul style="list-style-type: none"><li>● A society’s rules affect the development of its citizens.</li><li>● We have civic duties as citizens, one being to monitor the government.</li><li>● There are specific contributions of both the citizens and the leaders to establish a successful government.</li><li>● Reading texts can give insight into the human experience.</li><li>● Literature is one way people, societies, and cultures can communicate and understand their differences.</li></ul> <p><b><u>Anchor Text(s):</u></b> <i>Julius Caesar by William Shakespeare (Level A and Level B)</i></p>
<b>Reading Domain</b>	
<p><b>Reading Literature</b> <b>RL.CR.9-10.1.</b> Cite a range of thorough textual evidence and make clear and relevant connections to <b>strongly</b> support an analysis of multiple aspects of what a <b>literary text</b></p>	

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.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).

### 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**.

### Activity Description:

#### Learning Activities

- Activate/Build Prior Knowledge
  - Pre-reading research activity related to historical background information and setting.
- In-text annotations and close-reading activities (pulling passages from the text)
- Characterization activities
  - Body biography activity related to Brutus or Cassius.
  - Graphic organizers related to character motivations.
- Discuss rhetorical devices such as ethos, pathos, and logos.
- Discussion questions for assigned chapters
- Discuss the setting by having students create a visual representation.
- Small and large group discussions about key topics and themes.
- Critically read and analyze literature for the way events in a character or person's life influences his/her point of view.
- Direct instruction about pertinent historical background necessary to the selected texts.
- Reading and discussing literature together in order to practice reading strategies such as making connections (think aloud, guided reading and independent reading)
- Independent reading (sustained silent reading at the beginning or end of class period)
- Note taking for specific purposes
- Flipped lessons on Blendspace, EdPuzzle, Google Sites, and other various online platforms
- Discuss and identify themes in the play such as morality, justice, friendship, and loyalty.
- Identify different types of conflict by having students make claims and cite textual evidence.

#### Writing Activities:

- Research Simulation Task - Students will analyze an informational topic through several articles or multimedia stimuli. Students will read and

**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 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.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.

respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.

- Suggested Topic: Research Simulation Task on Persuasion Techniques. Read the Commonlit article “How the Daisy Ad Changed Everything”, watch video advertisement clip, and read the Commonlit article “Bias and Persuasion”.
- Suggested Topic: Compare the conflict in Julius Caesar to historical events where people took a stand for what they believed in. Students can complete a Research Simulation Task in preparation for the NJSLA. Students will read informational text articles or watch videos related to historical events which include the civil rights movement, women’s suffrage, and Stonewall.
- Narrative Writing Task - Students will work with one main literary text. Students will read the text, answer questions, and write a narrative response that draws on the text.
  - Suggested Task: In Act 2: Scene 4, Portia appears to know that Brutus is involved in a plot to kill Caesar, although the play does not include a scene in which Brutus gives her this information. Students will pretend that they are William Shakespeare, and write this deleted scene.
  - Suggested Task: Students will pretend to be one of the following characters: Brutus, Antony or one of the commoners. Students will put themselves in the character’s shoes and write a journal entry expressing your thoughts, concerns and feelings after Marc Antony’s speech.
  - Suggested Task: Write a campaign speech for Brutus after the killing of Julius Caesar.
- Literary Analysis - Students will analyze two texts that include some commonality. Students will read the text, answer questions, and write an analysis of the texts based on their commonalities.
  - Suggested Task: Compare Brutus in Act Three, Scenes 1 and 2 to John Wilkes Booth’s Last Diary Entry.
  - Compare and contrast the female characters, Portia and Calpurnia, in the play.

- 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.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.

- Closely read the poem "A Mark of Resistance" by Adrienne Rich and compare the speaker of the poem's tone to Brutus in Julius Caesar.

**Interdisciplinary Connections:**

- **Suggested Visual and Performing Arts Resources for Content- Area Integration**
  - 1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- **Suggested Science Resources for Content-Area Integration**
  - HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- **Suggested Math Resources for Content-Area Integration**
  - MP.2 Reason abstractly and quantitatively. (HS-LS4-1)
- **Suggested Social Studies Resources for Content-Area Integration**
  - 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

- 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.
- 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.

<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>	
<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>	<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 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> <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> <li>• Recognize and identify the thoughts, feelings, and perspectives of others • Demonstrate an awareness of the differences among individuals, groups, and others’ cultural background</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> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> </ul>	

	<ul style="list-style-type: none"> <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> <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 align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p 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>● Close readings of textual excerpts in order to practice reading strategies, conduct guided reading or analyze the text for literary elements.</li> <li>● Graphic organizers for analyzing themes, rhetorical devices and other unit specific items over extended periods of time and collecting information for essays.</li> <li>● Literary Devices: Analyze in a particular text a variety of literary devices and compile evidence of understanding into a displayable folder or Google Doc.</li> <li>● Vocabulary-Examine passages from the text and have students use context clues to identify the meaning of words.</li> </ul>	<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● English 10 Diagnostic</li> <li>● English 10 District Assessments</li> <li>● Linkit Benchmark</li> <li>● IXL Benchmark</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Text-based tests and assessments</li> <li>● Group projects</li> <li>● Multimedia presentations</li> <li>● Research Simulation Task Essays, Narrative Writing, and Literary Analysis Essays</li> </ul>	

<ul style="list-style-type: none"> <li>● Use Padlet or Schoology discussion boards to formulate class discussions</li> <li>● Reader Response Journal or Reading Logs</li> <li>● Reading Comprehension Quizzes</li> <li>● Class-run debates</li> <li>● Class discussions using various online resources</li> <li>● Prose-constructed responses</li> <li>● Alternative Assessments (projects, student portfolios)</li> </ul>	
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**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>● Print version of the text</li> </ul>	<ul style="list-style-type: none"> <li>● Modified Version of Texts</li> <li>● Audio of Text</li> </ul>	<ul style="list-style-type: none"> <li>● Spanish language version of the text (when available)</li> </ul>	<ul style="list-style-type: none"> <li>● Group and individual presentations of chapters, connections to popular culture, reflective journals, blogs, poetry.</li> </ul>

**Supplemental Resources**

**Technology:**

- Schoology
- Google Chrome
- Google Drive
- Google Sites
- Smartboard
- CommonLit
- Khan Academy
- Vocabulary.com
- Quizlet

- **Blendspace**
- **Padlet**
- **Peardeck**
- **NoRedInk**
- **EdPuzzle**
- **New York Times Learning Network**
- **TedED**
- **IXL**
- **Kahoot**

*Supplementary Texts for Julius Caesar:*

- “The Last Diary Entry of John Wilkes Booth” (Commonlit)
- “On Revenge” by Sir Francis Bacon
- CommonLit article: “The House Falls Apart” - The Fall of the Roman Empire (informational text)
- CommonLit article: “The Sit in Movement” (**Amistad Law: N.J.S.A. 18A 52:16A-88**)
- CommonLit article: “The Roman Republic” (informational text)
- CommonLit article: “The Life of Julius Caesar” (informational text)
- “Mark of Resistance” by Adrienne Rich (poem) (**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**)
- Newsela article: “The Stonewall Riots” (**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**)
- CommonLit article: “Why Do People Follow the Crowd” (informational text) (**Holocaust Law: N.J.S.A. 18A:35-28**)
- “Civil Disobedience” by Henry David Thoreau
- CommonLit article: “Danish Resistance During the Holocaust” (**Holocaust Law: N.J.S.A. 18A:35-28**)
- “A Horseman in the Sky” (short story)
- “I Fought the Law” by The Clash (song)
- “The Times They are a Changing” by Bob Dylan (song) (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)
- “You’ve Got to Stand for Something” by Aaron Tippin (song) (**Standards in Action: Climate Change**)
- “The Mending Wall” by Robert Frost (poem)
- *Hamilton* songs
- CommonLit article: “How the Daisy Ad Changed Everything”
- CommonLit article: “Bias and Persuasion”

**Independent Reading Texts:**  
Student selected book of choice

**Other:**

- **Books, Whiteboard, Document Camera, Notebooks**

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

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>• <b><i>Julius Caesar</i> by William Shakespeare</b></li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary: Circulate around the room and support students as they write their sample sentences. Provide visual glossary on an anchor chart to scaffold. Dissect sentences together. Reading: Work directly with students to read and annotate text. Model annotation for the first one or two paragraphs. Then, allow students to finish annotating with partners or in groups. Review Prompt and Rubric: Work directly with students as a group to review prompts and rubrics. Prewriting: Work</li> </ul>	<ul style="list-style-type: none"> <li>• Linguistics: Use sound and phonics transfer charts and lessons to identify where transfer of sounds occurs for English learners from students' native languages into English. Review vocabulary words and parts of speech in figuring out meaning. • Grammar Transfers: Use grammar transfer charts to address common mistakes that some English learners make in speaking and writing when they transfer grammatical forms from their native languages into English. Allow use of charts for grammar lessons and oral communication activities. Use of IXL. • Cognates: Cognate strategy instruction helps students whose first language shares cognates with English draw on their first language knowledge by teaching how to use cognate knowledge. Provide opportunities for English language learners to find cognates in authentic text and compare meanings with their native language.</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation. Provide opportunities for student driven instruction. • Organizational/Behavioral Strategies: Establish a timeline for long-range projects • Motivational Strategies: Provide fewer drill and practice activities when material is learned. Give students choices of activities in learning the content. Allow the student to 'buy' time for self-directed activities after material is learned. • Assessment Strategies: Give a pretest to allow the student to demonstrate mastery. Provide self-checking materials. Provide tests at a higher level of thinking . • Environmental Strategies: Arrange for a mentor to work with the student in the</li> </ul>

	<p>directly with students to begin planning their responses. Project a graphic organizer or outline and complete as a group. Discussion: Work directly with students as a group. Use a discussion guide and speaking frames to facilitate the discussion.</p>		<p>interest area. Cluster group gifted/talented students by areas of strength in the classroom. Allow independent use of library</p>
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p>	
	<p><b>Core Ideas:</b></p>	<ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem-Solving</li> <li>● Digital Citizenship</li> <li>● Global and Cultural Awareness</li> <li>● Information and Media Literacy</li> <li>● Technology Literacy</li> </ul>
	<p><b>Performance Expectation/s:</b></p>	<ul style="list-style-type: none"> <li>● <b>9.4.12.CI.1:</b> Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</li> <li>● <b>9.4.12.CI.2:</b> Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</li> <li>● <b>9.4.12.CI.3:</b> Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</li> <li>● <b>9.4.12.CT.1:</b> Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</li> <li>● <b>9.4.12.CT.2:</b> Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</li> <li>● <b>9.4.12.CT.3:</b> Enlist input from a variety of stakeholders (e.g., community members,</li> </ul>

		<p>experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <ul style="list-style-type: none"><li>● <b>9.4.12.CT.4:</b> Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.</li><li>● <b>9.4.12.DC.1:</b> Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics.</li><li>● <b>9.4.12.DC.3:</b> Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</li><li>● <b>9.4.12.DC.4:</b> Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</li><li>● <b>9.4.12.DC.5:</b> Debate laws and regulations that impact the development and use of software.</li><li>● <b>9.4.12.DC.6:</b> Select information to post online that positively impacts personal image and future college and career opportunities.</li><li>● <b>9.4.12.DC.7:</b> Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</li><li>● <b>9.4.12.DC.8:</b> Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</li><li>● <b>9.4.12.GCA.1:</b> Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</li><li>● <b>9.4.12.IML.1:</b> Compare search browsers and recognize features that allow for filtering of information.</li><li>● <b>9.4.12.IML.2:</b> Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</li><li>● <b>9.4.12.IML.3:</b> Analyze data using tools and models to make valid and reliable</li></ul>
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		<p>claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</p> <ul style="list-style-type: none"> <li>● <b>9.4.12.IML.4:</b> Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</li> <li>● <b>9.4.12.IML.5:</b> Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</li> <li>● <b>9.4.12.IML.6:</b> Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).</li> <li>● <b>9.4.12.IML.7:</b> Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</li> <li>● <b>9.4.12.IML.8:</b> Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</li> <li>● <b>9.4.12.IML.9:</b> Analyze the decisions creators make to reveal explicit and implicit</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>● Continually self-reflects and seeks to improve the essential life and career practices that lead to success;</li> <li>● Uses effective communication and collaboration skills and resources to interact with a global society;</li> <li>● Possesses financial literacy and responsibility at home and in the broader community;</li> <li>● Plans, executes, and alters career goals in response to changing societal and economic conditions; and</li> <li>● Seeks to attain skill and content mastery to achieve success in a chosen career path.</li> </ul>	

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

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