

| 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) Realism | 45 Days                        |

| Grade 10<br>NJSLS - ELA  | Core Ideas and Practices<br>Interdisciplinary Standards  |
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| <b>Language Domain</b>   |  |
| <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>L.KL.9–10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> | <p><b><u>Essential Question/s:</u></b></p> <ul style="list-style-type: none"> <li>● What do effective readers do to help them to understand what they have read?</li> <li>● How is the pattern of conflict development and resolution different in short stories versus novels?</li> <li>● How is Realism a response to Romanticism?</li> <li>● How does the Women’s Rights Movement affect literature during the Realism Movement?</li> <li>● How can understanding the life of an author help to analyze the author’s works?</li> <li>● How can readers use historical criticism to interpret a work?</li> <li>● Why is diction important? How do authors construct tone?</li> <li>● How is the pattern of conflict development and resolution different in short stories versus novels?</li> <li>● Why is it useful to question an author or text?</li> <li>● How do pre-war tensions influence American Literature?</li> <li>● How does Antebellum and post-Civil War ideology affect American Literature?</li> <li>● How can readers use Reader Response Criticism to interpret literature?</li> <li>● How do writers invent new ways to cultivate American culture?</li> </ul> |

- 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.
- 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**

- What is American Literature?

**Learning Targets:**

*Students will know*

- Content appropriate vocabulary
- Basic literary elements and concepts such as: setting, plot (exposition, rising action, climax, falling action, denouement/resolution), conflict (internal/external), theme, direct and indirect characterization, symbolism, irony, suspense, point of view, unreliable narrator and how they contribute to the overall meaning of the short story.
- The theme is developed throughout the story based upon the common ground between the reader and the author, which supports the general underlying truths of universal life experiences.
- How to recognize characteristics of an effective short story in order to use them in writing.
- Model approaches to effective reading, writing, research, speaking and listening
- Society's aesthetic changes over time due to historical events
- The effects of the early Women's Rights movement on literature and on the women reading the literature.
- The effects of early psychoanalysis on literature during the time period.
- The characteristics of Realistic Writing.
- Providing and receiving commentary, both complementary and critical, can enhance the quality of peer writing.

*Students will be able to*

- Use key ideas and details to understand a text
- Determine a central idea and analyze its development
- Cite textual evidence, make inferences, and evaluate an argument and claim
- Complete a historical analysis of a short story
- Complete a psychological analysis of a short story
- Identify and discuss the symbolism behind objects and characters in the novel.
- Analyze text for what creates conflict.
- Take a stand on an issue and use text for support.
- Predict outcomes and actions in short story selections, based on context

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 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.

clues and personal experiences, and evaluate the accuracy of those predictions.

- How to write an effective short story demonstrating knowledge of plot and character.
- Identify and correctly use patterns of word changes that indicate different meanings or parts of speech
- Work independently and collaboratively to present cited information
- Present information in the form a debate
- Edit and evaluate papers using all available resources and technology including teacher feedback and peer review.
- Determine a central idea and analyze its development
- Evaluate an argument and claim

#### Unit Enduring Understandings:

- Literary Movements are named after-the-fact as a response
- Questioning the text can help the reader to better understand what they have read
- Literature conveys an understanding of the human condition, the conflicts and relationships that transcend time and place.
- Social norms of the time period are reflected in the literature and artwork
- Critical reading and thinking means considering various points of view and thoroughly questioning an author or text before making any decisions.
- The evolution of Standard American English in post-Romantic literature.
- Effective storytellers do not simply “tell” of their experience; they employ methods that reveal or “show” their experience.
- Humans mold their standards of appropriate behavior after interacting with role models.
- Members of society have responsibility to one another.
- Laws are designed to protect people and society as a whole.
- Corruption in government is something that humans have rallied against for thousands of years.

**-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 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, **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).

#### **Activity Description:**

Small and large group discussions (i.e. Think-Pair-Share)

Research historical events and make connections to the literary movement and authors’ writing styles

Discussion on writers and their impacts on literary history

Close reading activities related to assigned texts

Guided or interactive editing or revision exercises

Sustained Silent Reading and note taking

Context clues activities to strengthen vocabulary

Complete graphic organizers, such as TPCASTT forms and Venn Diagrams

Writing revision tasks, both independently and with partners.

#### **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.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.

**-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.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.**

**-RI.CT.9–10.8.** Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

**Writing Domain**

**-W.AW.9-10.1.** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient **textual and non-textual** evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims **using sound reasoning, supplying data and evidence for each** while pointing out the strengths and limitations of both claim(s) and counterclaims in a **discipline-appropriate form** and in a manner that anticipates the audience’s knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

- 6.1.12.HistoryCC.3.b: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
- 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.
- 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.

E. Provide a concluding paragraph or section that supports the argument presented.

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

- A.** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to **aid in** comprehension.
- B.** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C.** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D.** Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E.** Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F.** Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**-W.NW.9-10.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A.** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- 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.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.

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| <p>-<b>SL.PI.9–10.4.</b> Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>-<b>SL.UM.9–10.5.</b> Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>-<b>SL.AS.9–10.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p> |   |   |
| <p><b>Social and Emotional Learning:</b><br/><i>Competencies</i></p>  | <p><b>Social and Emotional Learning:</b><br/><i>Sub-Competencies</i></p>  |   |
| <ul style="list-style-type: none"> <li>• Self-Awareness</li> <li>• Self-Management</li> <li>• Social Awareness</li> <li>• Responsible Decision-Making</li> <li>• Relationship Skills</li> </ul>   | <ul style="list-style-type: none"> <li>• Recognize the importance of self-confidence in handling daily tasks and challenges</li> <li>• Recognize the skills needed to establish and achieve personal and educational goals</li> <li>• Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>• Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>• Utilize positive communication and social skills to interact effectively with others</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>• Venn Diagram of Romanticism and Realism</li> </ul>  |   | <p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• English 10 Honors Diagnostic Assessment</li> </ul>             |

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| <ul style="list-style-type: none"> <li>• K.W.H.L quiz on female authors and their writing</li> <li>• Researching the different methods of curing mental disorders on women during the early 1900s</li> <li>• Read a short story by a contemporary female author and be prepared to do an informal presentation on that story</li> <li>• Create a chart on what defines an American novel.</li> <li>• Literary criticisms of various short stories</li> <li>• Dialectical journal on <i>Ethan Frome</i></li> <li>• Vocabulary assessments</li> <li>• Characterization body biography for <i>Ethan Frome</i></li> <li>• Journal entries from the perspective of a character</li> <li>• End of the year culminating activities on literary movements studied</li> <li>• Literary movement characteristics graphic organizer</li> <li>• Alternative Assessments (projects, student portfolios, performance based assessments)</li> </ul> | <ul style="list-style-type: none"> <li>• English 10 Honors District Assessment</li> <li>• Linkit Benchmark Assessments</li> <li>• IXL Diagnostic Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <p>Narrative Writing</p> <ul style="list-style-type: none"> <li>• Write a prequel or sequel to <i>Ethan Frome</i> mimicking Edith Wharton’s style.</li> <li>• Write a poem using the tenets and characteristics of the Realism literary movement.</li> </ul> <p>Literary Analysis</p> <ul style="list-style-type: none"> <li>• In a group, create a poster that includes a historical, psychoanalytical, Marxist, and gender critical reading of your independent reading.</li> <li>• In an essay, compare and contrast female authors studied during this unit and how their diction conveys themes.<br/><b>(Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a)</b></li> </ul> <p>Research Writing</p> <ul style="list-style-type: none"> <li>• Discuss the effects of the Industrial Period on the daily lives of urban workers as portrayed in “Life in the Iron Mills” <ul style="list-style-type: none"> <li>◦ <b>(Standards in Action: Climate Change)</b></li> </ul> </li> <li>• In a RST essay, compare how the treatment of mental disorders in the early 1900s had an affect on women authors. <ul style="list-style-type: none"> <li>◦ <b>(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35) (Diversity &amp; Inclusion: N.J.S.A. 18A:35-4.36a)</b></li> </ul> </li> </ul> <p>-Multiple Choice AP style exam on <i>Ethan Frome</i><br/>-NJSLA Style test on Realism.</p> |
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**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 |
|----------------|--|-------------------|----------------------------------|

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|---|--|--|---|
| <ul style="list-style-type: none"> <li>• Learning Contracts</li> <li>• Centers/Stations</li> <li>• Interactive Journals</li> <li>• Leveled Readers</li> <li>• Online Simulations</li> <li>• Teacher Editions</li> <li>• Student Editions</li> </ul> | <ul style="list-style-type: none"> <li>• Extra Support Readers</li> <li>• Provide options for Comprehension</li> <li>• Tiered Content/Activities</li> <li>• Provide a variety of materials</li> <li>• Provide options for perception</li> <li>• Manipulatives</li> </ul> | <ul style="list-style-type: none"> <li>• Online Thesaurus</li> <li>• Extra Support Readers</li> <li>• Tiered Content/Activities</li> <li>• Provide a variety of materials</li> </ul> | <ul style="list-style-type: none"> <li>• Enrichment Readers</li> <li>• Enrichment Activities</li> <li>• Compacting</li> <li>• Tiered Content/Activities</li> <li>• Provide a variety of rigorous materials</li> </ul> |
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**Supplemental Resources**

**Technology:**

**Technology Integration:**

- Websites:
  - Formative, Vocabulary, Blendspace, Canva
  - CrashCourse Literature, CrashCourse History, TedTalk, TedEd, Commonlit
- Schoology, Google classroom, Teacher website, IXL
- Librivox, Lit2Go, Project Gutenberg

**Other:**

- *Ethan Frome* by Edith Wharton (**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**) (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)
- Excerpts from *The Awakening* by Kate Chopin (**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**) (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)
- “The Story of An Hour” by Kate Chopin (**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**)
- “The Yellow Wallpaper” by Charlotte Perkins (**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**)
- “Life in the Iron Mills” by Rebecca Harding Davis (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**) (**Standards in Action: Climate Change**)
- Excerpts from *Billy Budd* by Herman Melville (**LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35**)
- Excerpts from *Turn of the Screw* by Henry James
- Excerpts from *The Adventures of Huckleberry Finn* by Mark Twain (**Amistad Law: N.J.S.A. 18A 52:16A-88**)
- *A Separate Peace* by John Knowles
- *The Other Wes Moore* by Wes Moore (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)

**Suggest informational texts**

- Commonlit Articles
  - “Our Department, or the Manners, Conduct, and Dress of Refined Society” by John H. Young
  - “Address to Congress on Women’s Suffrage” by Carrie Chapman Catt (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)

- o “Declaration of Sentiments and Resolutions” by Elizabeth Cady Stanton
- National Park Services article - Ulysses S. Grant and General Orders No. 11 (**Holocaust Law: N.J.S.A. 18A:35-28**)
- “Mark Twain” by Edgar Allan Poe
- *Excerpts from Outline of American Literature: Pre-Colonial to Realism* by Kathryn Spankeren
- 60 minutes documentary “ "Huckleberry Finn" [sic] and the N-word debate” (**Amistad Law: N.J.S.A. 18A 52:16A-88**) (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)

**Classroom Equipment:**

- Smartboard
- Laptop/Chromebook and Internet
- Whiteboard for the classroom
- Novels/books

**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  |
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| <ul style="list-style-type: none"> <li>● Learning Contracts</li> <li>● Centers/Stations</li> <li>● Interactive Journals</li> <li>● Leveled Readers</li> <li>● Online Simulations</li> <li>● Teacher Editions</li> <li>● Student Editions</li> </ul> | <ul style="list-style-type: none"> <li>● Extra Support Readers</li> <li>● Provide options for Comprehension</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of materials</li> <li>● Provide options for perception</li> <li>● Manipulatives</li> </ul> | <ul style="list-style-type: none"> <li>● Online Thesaurus</li> <li>● Extra Support Readers</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of materials</li> </ul> | <ul style="list-style-type: none"> <li>● Enrichment Readers</li> <li>● Enrichment Activities</li> <li>● Compacting</li> <li>● Tiered Content/Activities</li> <li>● Provide a variety of rigorous materials</li> </ul> |

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| <b>NJSLS CAREER READINESS,</b> | <b>Disciplinary Concept:</b> |  |
|                                | <b>Core Ideas:</b>           | <ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem-Solving</li> </ul> |

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| <b>LIFE LITERACIES &amp; KEY SKILLS</b> |                                   | <ul style="list-style-type: none"> <li>● Digital Citizenship</li> <li>● Global and Cultural Awareness</li> <li>● Information and Media Literacy</li> <li>● Technology Literacy</li> </ul>   |
|   | <i>Performance Expectation/s:</i> | <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, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</li> <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).</li> <li>● <b>9.4.12.DC.2:</b> 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.,</li> </ul> |

6.1.12.CivicsPD.16.a).

- **9.4.12.DC.8:** Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
- **9.4.12.GCA.1:** 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).
- **9.4.12.IML.1:** Compare search browsers and recognize features that allow for filtering of information.
- **9.4.12.IML.2:** 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).
- **9.4.12.IML.3:** Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)
- **9.4.12.IML.4:** Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
- **9.4.12.IML.5:** 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).
- **9.4.12.IML.6:** 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).
- **9.4.12.IML.7:** 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).
- **9.4.12.IML.8:** Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

**Career Readiness, Life Literacies, & Key Skills Practices**

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|  | <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> |
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| New Jersey Legislative Statutes and Administrative Code<br>(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> | X | Holocaust Law:<br><i>N.J.S.A. 18A:35-28</i> | X | LGBT and Disabilities<br>Law: <i>N.J.S.A.<br/>18A:35-4.35</i> | X | Diversity & Inclusion:<br><i>N.J.S.A. 18A:35-4.36a</i> | X | Standards in Action:<br><i>Climate Change</i> |