

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

Marking Period	Unit Title	Recommended Instructional Days
1	Narrative and Short Stories	8-10 Weeks

Grade NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<p style="text-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>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. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<p><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>- Where do writers find inspiration?</li> <li>- What essential elements and writing techniques do writers use to bring their narrative/short story to life?</li> <li>- What qualities make a strong and effective creative writer?</li> <li>- Why should we study various authors in order to understand what it means to be a good writer?</li> </ul> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>- <b>Students will be able to...</b> <ul style="list-style-type: none"> <li>- Broaden their experiences through creative and critical thinking.</li> <li>- Transcend barriers of time and place as they explore the imaginary world.</li> <li>- Recognize the timelessness of the literary traditions and their relevance to the real and imaginary world.</li> <li>- Expand their understanding of literary texts through discussion and reflection.</li> <li>- Increase their awareness of the importance of literary forms and the power of language.</li> <li>- Apply their learned knowledge to write their own short story and/or narrative.</li> </ul> </li> </ul>

**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 what a **literary text** says explicitly and inferentially, **as well as**

- Revise their own writing and the writing of their peers to establish an effective writing process.

**Unit Vocabulary and Elements of Discussion:**

- Point of View
- Theme
- Dialogue
- Sequence of Events
- Character
- Setting
- Plot
- Figurative Language
- Imagery
- Sensory Language

**Anchor Texts:**

- “The Story of an Hour” by Kate Chopin
- “The Tell Tale Heart” by Edgar Allan Poe
- “All Summer in a Day” by Ray Bradbury
- “The Lottery” by Shirley Jackson
- “The Monkey’s Paw” by W.W. Jacobs
- “Eleven” by Sandra Cisneros
- “The True Story of the Three Little Pigs” by Jon Scieszka

**Activity Descriptions:**

**Introducing Narrative**

Day 1 (Introduce Narrative), Day 2 (“The Story of an Hour” by Kate Chopin), Day 3 (Workshop Activity), Day 4 (Writing Practice), Day 5 (Writer’s Workshop)

- What is a narrative?
  - What are elements of a narrative?
  - Sequence of Events and Plot Diagram
- Explore Kate Chopin’s “The Story of an Hour” → What makes this narrative engaging? i.e. word choice, suspense, sentence structure, imagery, etc. (Target Vocabulary: Sequence of Events, Imagery)
- Workshop Activity: Students will be given “boring” sentences, and they

**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

- **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 an informational** text says explicitly and inferentially, **as well as interpretations of the text.**
- **RL.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.

must turn it into a more engaging sentence. Refer back to “The Story of an Hour” by Kate Chopin.

- Let’s Practice Writing: Students will be randomly given a sentence and they must write their own narrative using that sentence to start. This will give students a place to start practicing writing, while giving them the opportunity to have creative freedom to take the story down any road they’d like.
- Schoology Posts: Students will post their narratives on a Schoology Discussion and their peers will respond to *at least* two of them.

#### Figurative Language and Sensory Language

Day 1 (Introducing Figurative and Sensory Language), Day 2-3 (“The Tell-Tale Heart” Reading, Discussion, and Responses), Day 4-5 (Writing Narrative Using Figurative/Sensory Language and Respond to Peers).

- Lesson on Figurative Language including imagery, personification, simile, metaphor, repetition, etc.
  - In this lesson, students will be given definitions *and* examples of these words.
- As a class, we will read “The Tell-Tale Heart” by Edgar Allan Poe to explore figurative and sensory language.
  - We will use whole-class discussion in order to explore the text and the elements of discussion.
  - Students should have discussion questions in order to guide them.
  - Students will write a Schoology post writing about their ideas, opinions, perspectives of “The Tell-Tale Heart” by Edgar Allan Poe.
  - Students will also respond to *at least* two of their peers.
- Schoology Posts: Students will post their narratives on a Schoology Discussion and their peers will respond to *at least* two of them.
  - If students are having trouble starting their narrative, they can be given a sentence starter to assist them with ideas and guide their creative writing.
- Students will post their narratives and each student should respond to *at least* two of their peers.

- **RL.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.
- **RL.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.**

**Writing Domain**

- 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.

**Dialogue**

Day 1 (Introducing Dialogue), Day 2-3 (“All Summer in a Day,” Schoology Discussion Post, and Respond to Peers), Day 4-5 (“The Lottery,” Discussion Post, and Respond to peers)

- Introducing dialogue and what it looks like.
- As a class, we will read “All Summer in a Day” by Ray Bradbury to explore what dialogue can look like, while examining elements of narrative that were previously discussed (i.e. figurative language).
  - We will use whole-class discussion in order to explore the text and the elements of discussion.
  - Students should have discussion questions in order to guide them.
  - Students will write a Schoology Discussion post writing about their ideas, opinions, perspectives of “All Summer in a Day” by Ray Bradbury.
  - Students will also respond to *at least* two of their peers.
- As a class, we will read “The Lottery” by Shirley Jackson to explore how else dialogue can look, while examining elements of narrative that were previously discussed (i.e. figurative language).
  - We will use whole-class discussion in order to explore the text and the elements of discussion.
  - Students should have discussion questions in order to guide them.
  - Students will write a Schoology Discussion post writing about their ideas, opinions, perspectives of “The Lottery” by Shirley Jackson.
  - Students will also respond to *at least* two of their peers.

**Theme/Message**

Day 1 (Theme and Theme Practice Using Music), Day 2 - 3 (“The Monkey’s Paw” Reading and Discussion), Day 4 (Schoology Discussion Posts and Peer Response), Day 5 (“Eleven” Reading, Discussion, Schoology Discussion Posts, and Peer Response)

- What is a theme?
  - What are examples of themes?
  - Practice identifying themes through songs. As a class, we will

- 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.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

listen to two songs and then decide what the theme is for those two songs.

- As a class, we will read “The Monkey’s Paw” by W.W. Jacobs to explore theme(s), while examining elements of narrative that were previously discussed (i.e. figurative language).
  - We will use whole-class discussion in order to explore the text and the elements of discussion.
  - Students should have discussion questions in order to guide them.
  - Students will write a Schoology Discussion post writing about their ideas, opinions, perspectives of “The Monkey’s Paw” by W.W. Jacobs..
  - Students will also respond to *at least* two of their peers.
- As a class, we will read “Eleven” by Sandra Cisneros to explore theme(s), while examining elements of narrative that were previously discussed (i.e. figurative language).
  - We will use whole-class discussion in order to explore the text and the elements of discussion.
  - Students should have discussion questions in order to guide them.
  - Students will write a Schoology Discussion post writing about their ideas, opinions, perspectives of “Eleven” by Sandra Cisneros.
  - Students will also respond to *at least* two of their peers.

#### Story Continuation and/or Rewrite

Day 1 (Introducing Story Rewrite/Continuation and “The True Story of the Three Little Pigs”), Day 2-4 (Write Own Story Rewrite/Continuation), Day 5 (Respond to Peers on Schoology Discussion).

- What is a Story Rewrite or Continuation?
- Students will view a short video on the children’s story– “The Three Little Pigs.” Although some students may know the story, others may not.
  - As a class, we will read “The True Story of the Three Little Pigs” by Jon Scieszka to explore how the story has changed, while examining elements of narrative that were previously

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.

discussed (i.e. figurative language).

- We will use whole-class discussion in order to explore the text and the elements of discussion.
- Students should have discussion questions in order to guide them.
- Students will write a Schoology Discussion post writing about their ideas, opinions, perspectives of “The True Story of the Three Little Pigs” by Jon Scieszka.
- Students will also respond to *at least* two of their peers.
- Students will have the opportunity to write their *own* story rewrite or continuation using any story that they would like. They will be allowed to research stories, or if they would like, the teacher can randomly assign them one in order to get them started and give them a little head start to write their creative piece.
- Students will respond to *at least* two of their peers’ writing.

#### **Drafting, Writing, and Rewriting Short Story**

- After exploring different narratives and the elements that make an engaging narrative, students will write their own narrative. Although they have practiced writing shorter texts, students will be tasked with writing a longer narrative of their choosing.
- Teacher should set the following due dates: Idea Submission, Draft 1, Peer Editing, Final Draft.
- **Requirements:**
  - Narrative/Short Story should be *at least* 4 pages long (12pt font, Times New Roman, 1-inch margins).
  - Narrative must include *at least* two instances of dialogue.
  - Narrative must include *at least* eight instances of figurative language.
  - Narrative must include *at least* five instances of sensory language.
  - Narrative must have a clear theme(s).
  - Narrative must have a clear sequence of events and plot.
  - Narrative must have *at least* two characters and *at least* one

<p>- <b>SL.AS.9–10.6.</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.</p>		<p>setting.</p> <p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>- <b>Connection to History</b> → Students may utilize events, characters, settings in history in order to guide and/or implement into their writing.</li> <li>- <b>Connection to Science</b> → Students may utilize their understanding of science and research to expand on their story. For example, <i>Frankenstein</i> by Mary Shelley.</li> </ul>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	
<p>Self-Awareness                  Self-Management                  Social Awareness                  Relationship Skills                  Responsible Decision-Making</p>	<p><b>Self-Awareness:</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>Self-Management:</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>Social Awareness:</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> </ul>	

	<ul style="list-style-type: none"> <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>  <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p><b>Assessments (Summative)</b>  <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>● Exit Tickets</li> <li>● Daily “Do Now”s</li> </ul>	<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>● Diagnostic/District Assessment</li> </ul>	

<ul style="list-style-type: none"> <li>• Annotations</li> <li>• Topic/Idea Submission</li> <li>• Peer Editing Worksheet(s)</li> <li>• Narrative Pieces</li> </ul>	<p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>• Final Submission of Narrative/Short Story</li> </ul> <p><b>Final Narrative/Short Story:</b></p> <ul style="list-style-type: none"> <li>- After exploring different narratives and the elements that make an engaging narrative, students will write their own narrative. Although they have practiced writing shorter texts, students will be tasked with writing a longer narrative of their choosing.</li> <li>- Teacher should set the following due dates: Idea Submission, Draft 1, Peer Editing, Final Draft.</li> <li>- <b>Requirements:</b> <ul style="list-style-type: none"> <li>- Narrative/Short Story should be <i>at least</i> 4 pages long (12pt font, Times New Roman, 1-inch margins).</li> <li>- Narrative must include <i>at least</i> two instances of dialogue.</li> <li>- Narrative must include <i>at least</i> eight instances of figurative language.</li> <li>- Narrative must include <i>at least</i> five instances of sensory language.</li> <li>- Narrative must have a clear theme(s).</li> <li>- Narrative must have a clear sequence of events and plot.</li> <li>- Narrative must have <i>at least</i> two characters and <i>at least</i> one setting.</li> </ul> </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>• “The Story of an Hour” by Kate Chopin</li> <li>• “The Tell Tale Heart” by Edgar Allan Poe</li> <li>• “All Summer in a Day” by Ray Bradbury</li> <li>• “The Lottery” by Shirley Jackson</li> <li>• “The Monkey’s Paw” by W.W. Jacobs</li> <li>• “Eleven” by Sandra</li> </ul>	<ul style="list-style-type: none"> <li>• Text-to-Speech Applications</li> <li>• Anchor Charts</li> <li>• Modified Version of Texts</li> <li>• Audio of Text</li> <li>• Large Font Text</li> <li>• Provide a Variety of Materials</li> <li>• Provide Options for Perception</li> </ul>	<ul style="list-style-type: none"> <li>• Spanish Language Version of the Text (when available).</li> <li>• Audio Summary</li> <li>• Cultivate Relationships and Be Culturally Responsive.</li> <li>• Narrative Topic Choice</li> <li>• Reflection Activities (i.e. Schoology Discussions)</li> <li>• Pair Work</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership Roles</li> <li>• Speak to Student Interests.</li> <li>• Plan for Differentiation.</li> <li>• Provide a Variety of Above-Level Material.</li> </ul>

- Cisneros  
• “The True Story of the Three Little Pigs” by Jon Scieszka

### Supplemental Resources

#### Technology:

- Schoology
- Google Drive
- Google Slides
- Prezi
- Flipgrid
- Kahoot!
- TedED Talks
- Padlet
- Nearpod
- CommonLit
- Youtube

#### Other:

- In “The Story of an Hour,” Chopin’s underlying message/theme is about the struggles that were present in the nineteenth century, in which there were clear gender roles: women were in the kitchen/home and men were the breadwinners. Nowadays, we will explore this change and how “The Story of an Hour” may change in 2022.
  - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- When Shirley Jackson wrote “The Lottery” in the 1940s, Germany was undergoing great tribulation as the Holocaust was underway. As Jackson discusses, there is a “mob mentality” that was present in both her narrative and the Holocaust: from a fictional narrative to a real-life event. This connection will be drawn as students examine the horrific measures that individuals will go to in order to protect themselves, despite taking the lives of others.
  - **(Holocaust Law: N.J.S.A. 18A:35-28)**
- “Eleven” by Sandra Cisneros tells a coming of age story through the perspective of a teacher. Sandra Cisneros is a Mexican-American, which may be relevant to some students as they share their heritage and culture.
  - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**

**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>Allow for access to print and digital versions and exemplar of culminating writing tasks.</li> <li>“The Story of an Hour” by Kate Chopin</li> <li>“The Tell Tale Heart” by Edgar Allan Poe</li> <li>“All Summer in a Day” by Ray Bradbury</li> <li>“The Lottery” by Shirley Jackson</li> <li>“The Monkey’s Paw” by W.W. Jacobs</li> <li>“Eleven” by Sandra Cisneros</li> <li>“The True Story of the Three Little Pigs” by Jon Scieszka</li> </ul>	<ul style="list-style-type: none"> <li>Highlighting and annotation of text.</li> <li>Text-To-Speech application.</li> <li>Anchor Chart for Vocabulary &amp; Text Structure.</li> </ul>	<ul style="list-style-type: none"> <li>Anchor Chart for Vocabulary &amp; Text Structure.</li> <li>Audio Summary.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation</li> <li>Motivational Strategies: Provide fewer drill and practice activities when material is learned. Give students’ choices of activities in learning the content.</li> <li>Environmental Strategies: Arrange for a mentor to work with the student in the interest area. Cluster group gifted/talented students by areas of strength in the classroom.</li> </ul>

<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> <li>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>Is financially literate and financially responsible at home and in the broader community.</li> </ul>

		<ul style="list-style-type: none"> <li>Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.</li> <li>Seeks to attain skill and content mastery to achieve success in a chosen career path.</li> </ul>
	<b><i>Performance Expectation/s:</i></b>	<ul style="list-style-type: none"> <li>Use effective communication and collaboration skills and resources to interact with a global society.</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<p>CRP1. Act as a responsible and contributing citizen and employee.  CRP2. Apply appropriate academic and technical skills.  CRP3. Attend to personal health and financial well-being.  CRP4. Communicate clearly and effectively and with reason.  CRP5. Consider the environmental, social and economic impacts of decisions.  CRP6. Demonstrate creativity and innovation.  CRP7. Employ valid and reliable research strategies.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.  CRP9. Model integrity, ethical leadership and effective management.  CRP10. Plan education and career paths aligned to personal goals.  CRP11. Use technology to enhance productivity.  CRP12. Work productively in teams while using cultural global competence.</p>	

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>