



West Windsor-Plainsboro Regional School District Language Arts Curriculum: 9th Grade

Unit 1: Pathways to Fulfillment: Redefining Success and Embracing Purpose	
Content Area: Language Arts	
Course & Grade Level: 9th Grade Multilevel	
Summary and Rationale	
<p>In this opening unit, students will explore the multifaceted nature of success and fulfillment, examining how self-perception, societal expectations, and personal values influence their understanding of achievement and purpose. Through an analysis of classic and contemporary literature, along with supplementary non-fiction texts, students will navigate conflicting definitions of success, discover the significance of establishing personal values, and explore their role and purpose in life. The unit aims to foster a more inclusive and empathetic society by celebrating diverse paths to success and encouraging students to stay resilient and aligned with their values amidst challenges. Ultimately, students will discover the intrinsic value of defining success holistically and finding purpose in contributing positively to the world around them.</p>	
Recommended Pacing	
~20 days	
New Jersey Student Learning Standards for English Language Arts – Reading	
<p>Standard: NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
<p>Standard: NJSLA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
<p>Standard: NJSLA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Standard: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).
RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).

Standard: NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
RI.9-10.5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Standard: NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

CPI#	Cumulative Progress Indicator (CPI)
RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RI.9-10.6.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Standard: NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CPI#	Cumulative Progress Indicator (CPI)
RI.9-10.8.	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

Standard: NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CPI#	Cumulative Progress Indicator (CPI)
RL.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
RI.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

Standard: NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
CPI#	Cumulative Progress Indicator (CPI)
RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
RI.9-10.10.	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.
New Jersey Student Learning Standards for English Language Arts Companion Standards – Reading	
Standard: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Standard: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.2.	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Standard: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
Standard: NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
Standard: NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.6.	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Standard: NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.8.	Assess the extent to which the reasoning and evidence in a text support the author's claims.

Standard: NJSLA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.9.	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Standard: NJSLA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

New Jersey Student Learning Standards for English Language Arts – Writing

Standard: NJSLA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CPI #	Cumulative Progress Indicator (CPI)
W.9-10.1.	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise claim(s)</p> <p>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, and between reasons and evidence</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p>

Standard: NJSLA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CPI #	Cumulative Progress Indicator (CPI)
W.9-10.2.	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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 aiding comprehension.</p> <p>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.</p> <p>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.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>

	<p>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.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
Standard: NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Standard: NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
Standard: NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Standard: NJSLSA.W10. 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.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.10.	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.
New Jersey Student Learning Standards for English Language Arts – Speaking and Listening	
Standard: NJSLSA.SL1. 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.	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.1.	<p>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.</p> <p>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.</p> <p>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.</p>

	<p>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.</p> <p>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.</p>
Standard: NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.
Standard: NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence
Standard: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.
Standard: NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.
Standard: NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
New Jersey Student Learning Standards for English Language Arts – Language	
Standard: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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>
Standard: NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
CPI #	Cumulative Progress Indicator (CPI)

L.9-10.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p>
Standard: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.3.	<p>Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>
Standard: NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, 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. 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>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).</p>
Standard: NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word 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>
Standard: NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.6.	<p>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; demonstrate</p>

	independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
Instructional Focus	
Unit Enduring Understandings	
Content: <ul style="list-style-type: none"> The way we see ourselves and the ways in which other people see us can impact our definition of (and our path towards) success, for good or for bad. Success is defined differently by different people, and that's okay. It's important to establish our values and align our life decisions and philosophies with these values. Giving back to our communities and having an impact on others and/or the world are among the greatest purposes of life. Literacy: <ul style="list-style-type: none"> Authors use a variety of strategies to hook and engage their readers. We see the world through our own eyes. Therefore, we bring our histories, our perspectives, and our biases to everything we read. It is vital to be aware of this, and to monitor how our personal lenses affect our interpretation of, and response to, the texts we read. Texts impact readers differently; therefore, as an informed reader, you have the right to evaluate a text's impact on you and the right to evaluate its merit. Just like people, texts are a product of their circumstances. Therefore, knowing the context in which a text was written is vital to understanding the text itself. Knowing the impact a text has had on society (via knowledge of literary criticism), is as important as knowing the text itself. Reading non-fiction texts enhances our understanding of real-world issues, enriching our perspectives and enabling us to make connections to the themes and experiences portrayed in fiction, leading to a more profound and empathetic engagement with both types of texts. Fictional works provide valuable insights into human nature, emotions, and experiences, which inform our interpretation of non-fiction texts by allowing us to consider the underlying motivations and emotions of real-world events and individuals. 	

- Engaging with literature encourages us to question assumptions, explore moral dilemmas, and develop a deeper awareness of the complexity of human nature, empowering us to become critical and thoughtful members of society.

Unit Essential Questions

Content:

- What is the definition of success? What does it mean to be successful?
- What factors impact our definition of success?
- How can we reconcile potential conflicts between societal expectations of success and our personal values and aspirations?
- What are our values and how do they impact our sense of self, success, and purpose?
- Why is it essential to establish personal values, and how do these values guide our decision-making processes and philosophical outlook on life?
- What is the purpose of life?
- How can a sense of purpose and contributing to the greater good enhance our motivation, resilience, and overall satisfaction in life?

Literacy:

- What strategies do authors employ to captivate and engage readers, and how do these techniques contribute to the overall effectiveness of a text?
- How does our personal history, perspective, and biases influence our interpretation of texts, and why is it essential to be aware of these factors in our reading experiences?
- How can we evaluate the impact of a text on ourselves as readers and on society at large?
- In what ways can a text impact readers differently, and what rights do readers have in evaluating a text's impact and questioning its value or merit?
- How can reading non-fiction texts inform and enhance our reading of fiction and vice-versa?
- Why is understanding the historical and cultural context in which a text was written crucial to fully comprehending its themes, messages, and relevance?
- How does the knowledge of literary criticism and the societal impact of a text enhance our understanding of the text itself and its significance in the broader literary landscape?
- What responsibilities do readers have in critically engaging with texts, and how can this active reading approach lead to deeper insights and connections with the material?
- How can an awareness of the author's background and intentions influence our understanding and appreciation of a text's themes and underlying messages?
- How can knowledge of literary theory and critical approaches enhance our analysis and appreciation of texts, deepening our understanding of their themes and artistic techniques?
- How does active and critical reading enable us to develop a deeper appreciation for the complexities of literature and its ability to reflect, challenge, and shape our understanding of the world around us?
- What ethical considerations should be taken into account when discussing the impact of a text on society, and how can we engage in thoughtful and respectful dialogues about its merits and implications?

Objectives

Students will know and be able to:

1. Analyze Themes:
 - Identify, analyze, and dissect the nuanced themes of success, values, and life's purpose within a variety of literary forms.
2. Explore Character:
 - Compare and contrast the various characters in the unit's texts, exploring their values, definitions of success, and life's purpose.
3. Analyze Literary Devices and Author Craft Moves:
 - Develop advanced literary analysis skills, demonstrating an aptitude for uncovering layers of meaning, identifying symbolism, imagery, and other literary devices, and discerning the author's purpose in integrating various themes
4. Engage in Comparative Analysis:
 - Compare and contrast the ways in which different genres, such as poetry, short stories, and non-fiction, approach and explore the themes in question
5. Examine the Contexts of the Various Texts and Their Social and Cultural Impact:
 - Evaluate the impact of cultural and historical contexts on various texts
6. Reflect and Connect:
 - Establish a personal connection between the themes explored in literature and their own lives, fostering self-awareness and empathy.
7. Effectively Communicate the Objectives Above in Writing and Discussion

Evidence of Learning☒ **Formative Assessment**

A variety of formative assessment techniques will be employed to gauge students' progress, understanding, and engagement with the material. These assessments will include short quizzes and exit tickets after reading assignments or class discussions, allowing the teacher to quickly assess comprehension and address any misconceptions. Additionally, group discussions and debates will offer opportunities for students to articulate their thoughts and engage with diverse perspectives, enhancing their critical thinking and communication skills. Writing tasks, such as journal entries, reflections, and peer reviews, will enable students to express their ideas, analyze literary works, and receive constructive feedback to improve their writing. Through these diverse formative assessments, teachers will gain valuable insights into each student's progress and adapt instruction to meet their individual needs effectively.

☒ **Summative Assessment**

The culminating task asks students to synthesize their learning in an essay that answers the unit's essential questions: How do we define success? What are our values? What is our purpose? And what is the connection between these three things? Responses will be based on the texts we read as well as students'

own experiences. Students will also have the opportunity to enhance their written piece with additional multimedia artifacts such as artwork, videos, and creative writing pieces. This assessment will not only showcase student understanding of success, values, and the quest for meaning, but will also showcase their ability to analyze literature, synthesize multiple perspectives, and express their thoughts clearly and coherently in writing.

☒ **Alternative Assessment**

For all common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

☒ **Benchmark**

A baseline assessment will be administered in September. Trends from this assessment will be used to inform the learning plan of each unit.

NOTE: Accommodations and modifications, such as those on [this spreadsheet](#), will be provided as needed for students with IEPs and 504s, multilingual learners, striving students, and students working above standard.

Resources

Suggested Core Texts:

Suggested Nonfiction Texts, Articles, and Essays.

- New York Times Article: [“What’s the difference between achievement and accomplishment?”](#)
- Business Insider Article: [“This is How Americans Define Success”](#)
- Huffington Post Article: [“What Buddhism Says About Success”](#)
- New York Times Article: [“Five Lies Our Culture Tells”](#)
- Science ABC Article: [“Why Can’t Some People Achieve Greatness?”](#)
- New York Times Article: [“When Life Asks for Everything”](#)
- The Medium Article: [“Aristotle’s Four Levels of Happiness”](#)
- Travel Content Creators Article: [“How Does the Concept of Happiness Differ in Eastern and Western Cultures?”](#)
- Excerpts from *The Power of Myth* by Joseph Campbell
- Excerpt from “Bread and Roses” speech by Helen Todd and poem by James Oppenheim
- Excerpts from *Walden* by Henry David Thoreau
- Excerpts from [The Story of My Life](#) by Helen Keller
- Excerpt from [“The Man in the Arena” speech](#) by Theodore Roosevelt
- [“West India Emancipation”](#) speech by Frederick Douglass
- [Shitty First Drafts](#) by Anne Lamott (excerpted from *Bird by Bird*)
- [Superman and Me](#) by Sherman Alexie

Suggested Children’s Books

- [Hope for the Flowers](#) (a children’s book for adults)
- *I Am Amazed* (a children’s book for adults)
- [NYT Article about Children’s Books](#)

Suggested Short Stories

- “Popularity” by Adam Bagdasarian

- “The Gumball Machine” by Adam Bagdasarian
- “On the Bridge” by Todd Strasser

Suggested Poetry:

- [Soliloquy from Macbeth: Tomorrow and tomorrow and tomorrow](#)
- [Soliloquy from Hamlet: To be or not to be](#)
- [Soliloquy from As You Like It: All the world's a stage](#)
- [“Identity” by Julio Noboa Polanco](#)
- [“Wild Geese” by Mary Oliver](#)
- [“Harlem” by Langston Hughes](#)
- [“I’m Nobody! Who are you?” by Emily Dickinson](#)
- [“Richard Corey” by Edward Arlington Robinson](#)
- [“Success” by Ralph Waldo Emerson](#)
- [“Song of the Open Road” by Walt Whitman \(excerpted\)](#)
- [“To Be of Use” by Marge Piercy](#)
- [“On Work” by Khalil Gibran](#)
- [“Defeat” by Kahlil Gibran](#)
- [“The Grave-Digger” by Kahlil Gibran](#)
- [“The Pomegranate” by Kahlil Gibran](#)
- [“The Seven Selves” by Kahlil Gibran](#)
- [“To the Men Who Lose” by George L. Scarbrough](#)
- [“Variation on a Theme” by Elizabeth Bishop](#) by John Murillo
- [“On Negative Capability” by John Murillo](#)

Unit 2: Unveiling Dreams, Transformation, and Self-Discovery: Exploring <i>The Alchemist</i>	
Content Area: Language Arts	
Course & Grade Level: 9th Grade Multilevel	
Summary and Rationale	
<p>In this captivating unit, 9th-grade students will embark on a profound literary journey, immersing themselves in the enchanting world of Paulo Coelho's novel, "The Alchemist." Through a dynamic combination of close reading, rigorous literary analysis, and engaging discussions, students will delve into the intricate tapestry of themes surrounding dreams and transformation, which lie at the heart of this celebrated work. By skillfully exploring the characters' quests, students will not only enhance their reading comprehension and critical thinking abilities, but also embark on a voyage of self-discovery, prompting them to contemplate their own aspirations and personal growth.</p>	
Recommended Pacing	
~25 days	
New Jersey Student Learning Standards for English Language Arts – Reading	
Standard: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
Standard: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
Standard: NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Standard: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).
RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).

Standard: NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
RI.9-10.5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Standard: NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

CPI#	Cumulative Progress Indicator (CPI)
RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RI.9-10.6.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

Standard: NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CPI#	Cumulative Progress Indicator (CPI)
RI.9-10.8.	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

Standard: NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CPI#	Cumulative Progress Indicator (CPI)
RL.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
RI.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

Standard: NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
CPI#	Cumulative Progress Indicator (CPI)
RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
RI.9-10.10.	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.
New Jersey Student Learning Standards for English Language Arts Companion Standards – Reading	
Standard: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Standard: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.2.	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Standard: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
Standard: NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
Standard: NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.6.	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Standard: NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.8.	Assess the extent to which the reasoning and evidence in a text support the author's claims.

Standard: NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.9.	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Standard: NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

New Jersey Student Learning Standards for English Language Arts – Writing

Standard: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CPI #	Cumulative Progress Indicator (CPI)
W.9-10.1.	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise claim(s)</p> <p>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, and between reasons and evidence</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p>

Standard: NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CPI #	Cumulative Progress Indicator (CPI)
W.9-10.2.	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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 aiding comprehension.</p> <p>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.</p> <p>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.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p>

	<p>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.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
Standard: NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Standard: NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
Standard: NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Standard: NJSLSA.W10. 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.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.10.	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.
New Jersey Student Learning Standards for English Language Arts – Speaking and Listening	
Standard: NJSLSA.SL1. 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.	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.1.	<p>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.</p> <p>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.</p> <p>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.</p>

	<p>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.</p> <p>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.</p>
Standard: NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.
Standard: NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence
Standard: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.
Standard: NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.
Standard: NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
New Jersey Student Learning Standards for English Language Arts – Language	
Standard: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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>
Standard: NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
CPI #	Cumulative Progress Indicator (CPI)

L.9-10.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p>
Standard: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.3.	<p>Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>
Standard: NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, 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. 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>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).</p>
Standard: NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word 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>
Standard: NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.6.	<p>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; demonstrate</p>

	independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
Instructional Focus	
Unit Enduring Understandings	
<p>Content:</p> <ul style="list-style-type: none"> • The journey of self-discovery is a transformative process that leads to personal growth, as it helps individuals understand their true selves, values, and potential. • Becoming the best version of ourselves involves embracing the journey of self-discovery, acknowledging our strengths and weaknesses, and striving to align our actions with our values and aspirations. • Resilience and determination are crucial qualities that empower individuals to overcome obstacles and setbacks on their journey, enabling them to stay committed to their goals. • The pursuit of dreams often involves overcoming fear and doubt, and embracing the unknown can lead to profound self-discoveries and a more meaningful existence. • Personal growth and transformation require the willingness to leave our comfort zones, explore new horizons, and evolve beyond our current limitations. • Santiago's encounters with various individuals during his journey demonstrate the significance of meaningful connections and the impact of mentors and allies on personal growth. • Santiago's experiences in "The Alchemist" remind us that life's journey is full of lessons and meaningful encounters that shape our character and contribute to our personal growth. <p>Literacy:</p> <ul style="list-style-type: none"> • Authors use a variety of strategies to hook and engage their readers. • We see the world through our own eyes, Therefore, we bring our histories, our perspectives, and our biases to everything we read. It is vital to be aware of this, and to monitor how our personal lenses affect our interpretation of, and response to, the texts we read. • Texts impact readers differently; therefore, as an informed reader, you have the right to evaluate a text's impact on you and the right to evaluate its merit. 	

- Just like people, texts are a product of their circumstances. Therefore, knowing the context in which a text was written is vital to understanding the text itself.
- Knowing the impact a text has had on society (via knowledge of literary criticism), is as important as knowing the text itself.
- Reading non-fiction texts enhances our understanding of real-world issues, enriching our perspectives and enabling us to make connections to the themes and experiences portrayed in fiction, leading to a more profound and empathetic engagement with both types of texts.
- Fictional works provide valuable insights into human nature, emotions, and experiences, which inform our interpretation of non-fiction texts by allowing us to consider the underlying motivations and emotions of real-world events and individuals.
- Engaging with literature encourages us to question assumptions, explore moral dilemmas, and develop a deeper awareness of the complexity of human nature, empowering us to become critical and thoughtful members of society.

Unit Essential Questions

Content

- What is the significance of following one's dreams and pursuing a Personal Legend?
- How does the journey of self-discovery lead to personal growth and transformation?
- What role does resilience and determination play in overcoming obstacles and achieving goals?
- How do we become the best version of ourselves?
- What role do our family, friends, and mentors play in our personal journeys?
- How do the themes and lessons in Santiago's journey relate to our own lives and experiences?

Literacy:

- What strategies do authors employ to captivate and engage readers, and how do these techniques contribute to the overall effectiveness of a text?
- How does our personal history, perspective, and biases influence our interpretation of texts, and why is it essential to be aware of these factors in our reading experiences?
- How can we evaluate the impact of a text on ourselves as readers and on society at large?
- In what ways can a text impact readers differently, and what rights do readers have in evaluating a text's impact and questioning its value or merit?
- How can reading non-fiction texts inform and enhance our reading of fiction and vice-versa?
- Why is understanding the historical and cultural context in which a text was written crucial to fully comprehending its themes, messages, and relevance?
- How does the knowledge of literary criticism and the societal impact of a text enhance our understanding of the text itself and its significance in the broader literary landscape?
- What responsibilities do readers have in critically engaging with texts, and how can this active reading approach lead to deeper insights and connections with the material?
- How can an awareness of the author's background and intentions influence our understanding and appreciation of a text's themes and underlying messages?
- How can knowledge of literary theory and critical approaches enhance our analysis and appreciation of texts, deepening our understanding of their themes and artistic techniques?

- How does active and critical reading enable us to develop a deeper appreciation for the complexities of literature and its ability to reflect, challenge, and shape our understanding of the world around us?
- What ethical considerations should be taken into account when discussing the impact of a text on society, and how can we engage in thoughtful and respectful dialogues about its merits and implications?

Objectives

Students will know and be able to:

1. Analyze Themes:
 - Identify, dissect, and analyze the multifaceted themes of dreams and transformation within "The Alchemist," discerning the nuanced ways in which these themes interact and contribute to the narrative's depth.
 - Identify and analyze the central themes and motifs present in "The Alchemist," such as following one's dreams, the pursuit of one's Personal Legend, the transformative power of the journey, and the concept of alchemy.
2. Explore Character:
 - Examine the evolution of characters' dreams and the subsequent transformations they undergo, utilizing evidence from the text to elucidate the cause-and-effect relationships between these elements
 - Examine the protagonist, Santiago, as a dynamic character, and analyze his growth and development throughout the story, relating his experiences to personal journeys and self-discovery.
 - Compare and contrast the various characters in the novel, exploring their roles in shaping Santiago's journey and the lessons they impart to him.
3. Analyze Literary Devices and Author Craft Moves:
 - Develop advanced literary analysis skills, demonstrating an aptitude for uncovering layers of meaning, identifying symbolism, and discerning the author's purpose in integrating themes of dreams and transformation.
 - Analyze the author's use of symbolism and allegory in "The Alchemist," focusing on the significance of recurring symbols like the desert, the oasis, and the language of the world.
 - Analyze the narrative structure of "The Alchemist," including the use of the hero's journey archetype, and examine how it impacts the reader's understanding and engagement with the story.
 - Explore the literary techniques employed by Coelho, such as foreshadowing, flashback, and symbolism, and discuss how they contribute to the novel's overall impact.
4. Engage in Comparative Analysis: Engage in comparative analysis, contrasting characters' journeys of self-discovery in "The Alchemist" with analogous transformations from historical, cultural, or contemporary contexts.
5. Examine the Context of the Text and Its Social and Cultural Impact

- Evaluate the impact of cultural and historical contexts on the narrative, discussing how Coelho's Brazilian background and spiritual influences shape the themes and philosophies presented in the novel.
- Apply critical thinking skills to analyze and evaluate different interpretations of "The Alchemist," considering how various readers may interpret the novel's messages differently.

6. Reflect and Connect:

- Establish personal connections between the characters' experiences and their own dreams and aspirations, fostering self-awareness and empathy.

7. Effectively Communicate the Objectives Above in Writing and Discussion

Evidence of Learning

☒ **Formative Assessment**

A variety of formative assessment techniques will be employed to gauge students' progress, understanding, and engagement with the material. These assessments will include short quizzes and exit tickets after reading assignments or class discussions, allowing the teacher to quickly assess comprehension and address any misconceptions. Additionally, group discussions and debates will offer opportunities for students to articulate their thoughts and engage with diverse perspectives, enhancing their critical thinking and communication skills. Writing tasks, such as journal entries, reflections, and peer reviews, will enable students to express their ideas, analyze literary works, and receive constructive feedback to improve their writing. Through these diverse formative assessments, teachers will gain valuable insights into each student's progress and adapt instruction to meet their individual needs effectively.

☒ **Summative Assessment**

Students will synthesize several assigned texts that explore the common theme of dreams and self-transformation. Drawing upon their close reading skills and understanding of literary techniques, they will craft an argumentative essay that showcases their ability to analyze, compare, and contrast the ways in which dreams serve as catalysts for self-transformation in diverse narratives. By weaving textual evidence into their analysis, students will substantiate their claims and demonstrate a nuanced comprehension of the theme's complexities. By completing this assessment, students will be able to: 1) craft a compelling and well-structured argument that highlights the varying ways dreams lead to self-transformation across different narratives 2) integrate insights from multiple texts to construct a cohesive analysis of the theme of dreams and self-transformation 3) skillfully incorporate relevant textual evidence to support their analysis and arguments, and 4) demonstrate a keen understanding of literary elements and techniques employed by authors to convey the theme.

☒ **Alternative Assessment**

For all common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

☒ **Benchmark**

Trends from September's benchmark and from the previous unit's summative assessment will be used to inform the learning plan of this unit.

Note: Accommodations and modifications, such as those on [this spreadsheet](#), will be provided as needed for students with IEPs and 504s, multilingual learners, striving students, and students working above standard.

Resources
<p>Core Text:</p> <p><i>The Alchemist</i> by Paulo Coelho</p>

Unit 3: Exploring Family Dynamics: Perfection, Values, and Obligations	
Content Area: Language Arts	
Course & Grade Level: 9th Grade Multilevel	
Summary and Rationale	
<p>In this thought-provoking 9th-grade Language Arts unit, students will delve into the multifaceted theme of family, examining the notions of perfection, values, and obligations within familial relationships. Through engaging literature, group discussions, and reflective activities, students will contemplate essential questions about the nature of family and how it shapes their identities and choices. Throughout this unit, students will gain a deeper appreciation for the complexities of family relationships and understand the significance of individual values and obligations in shaping family dynamics. The exploration of diverse family structures in literature will foster empathy and open-mindedness, empowering students to navigate their own family lives with greater understanding and compassion.</p>	
Recommended Pacing	
~25 days	
New Jersey Student Learning Standards for	
New Jersey Student Learning Standards for English Language Arts – Reading	
<p>Standard: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
<p>Standard: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
<p>Standard: NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Standard: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).
RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).
Standard: NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
RI.9-10.5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Standard: NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	
CPI#	Cumulative Progress Indicator (CPI)
RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RI.9-10.6.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
Standard: NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
CPI#	Cumulative Progress Indicator (CPI)
RI.9-10.8.	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
Standard: NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
CPI#	Cumulative Progress Indicator (CPI)
RL.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
RI.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail",

	Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
Standard: NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
CPI#	Cumulative Progress Indicator (CPI)
RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
RI.9-10.10.	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.
New Jersey Student Learning Standards for English Language Arts	
Companion Standards – Reading	
Standard: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Standard: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.2.	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Standard: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
Standard: NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
Standard: NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.6.	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Standard: NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
CPI #	Cumulative Progress Indicator (CPI)

RH.9-10.8.	Assess the extent to which the reasoning and evidence in a text support the author's claims.
Standard: NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.9.	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
Standard: NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
New Jersey Student Learning Standards for English Language Arts – Writing	
Standard: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.1.	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise claim(s)</p> <p>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, and between reasons and evidence</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p>
Standard: NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.2.	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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 aiding comprehension.</p> <p>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.</p> <p>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.</p>

	<p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
Standard: NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Standard: NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
Standard: NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Standard: NJSLSA.W10. 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.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.10.	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.
New Jersey Student Learning Standards for English Language Arts – Speaking and Listening	
Standard: NJSLSA.SL1. 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.	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.1.	<p>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.</p> <p>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.</p> <p>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.</p>

	<p>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.</p> <p>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.</p>
Standard: NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.
Standard: NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence
Standard: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.
Standard: NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.
Standard: NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
New Jersey Student Learning Standards for English Language Arts – Language	
Standard: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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>
Standard: NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
CPI #	Cumulative Progress Indicator (CPI)

L.9-10.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p>
Standard: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.3.	<p>Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>
Standard: NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, 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. 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>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).</p>
Standard: NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word 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>
Standard: NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.6.	<p>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; demonstrate</p>

	independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
Instructional Focus	
Unit Enduring Understandings	
<p>Content</p> <ul style="list-style-type: none"> Families are diverse and unique, and there is no singular definition of a perfect family, as the concept varies based on individual values and cultural perspectives. Personal values significantly impact the quality of our relationships and the choices we make in life, shaping the dynamics within our families. The balance between independence and interdependence within families is a complex and philosophical question, and understanding its significance allows us to navigate our familial roles more effectively. We are obligated to our families in various ways, such as providing support, care, and empathy, and these obligations may differ based on cultural, societal, and individual contexts. Understanding the importance of sacrifice in family relationships enables us to appreciate the depth of our commitments and fosters a sense of responsibility and interconnectedness. Self-reflection and critical thinking about our roles and responsibilities within our families facilitate personal growth and the development of meaningful connections with our loved ones. An exploration of family themes in literature broadens our understanding of human emotions, behaviors, and relationships, contributing to a deeper appreciation for the shared human experience. <p>Literacy:</p> <ul style="list-style-type: none"> Authors use a variety of strategies to hook and engage their readers. We see the world through our own eyes, Therefore, we bring our histories, our perspectives, and our biases to everything we read. It is vital to be aware of this, and to monitor how our personal lenses affect our interpretation of, and response to, the texts we read. Texts impact readers differently; therefore, as an informed reader, you have the right to evaluate a text's impact on you and the right to evaluate its merit. 	

- Just like people, texts are a product of their circumstances. Therefore, knowing the context in which a text was written is vital to understanding the text itself.
- Knowing the impact a text has had on society (via knowledge of literary criticism), is as important as knowing the text itself.
- Reading non-fiction texts enhances our understanding of real-world issues, enriching our perspectives and enabling us to make connections to the themes and experiences portrayed in fiction, leading to a more profound and empathetic engagement with both types of texts.
- Fictional works provide valuable insights into human nature, emotions, and experiences, which inform our interpretation of non-fiction texts by allowing us to consider the underlying motivations and emotions of real-world events and individuals.
- Engaging with literature encourages us to question assumptions, explore moral dilemmas, and develop a deeper awareness of the complexity of human nature, empowering us to become critical and thoughtful members of society.

Unit Essential Questions

Content

- How does the diverse and unique nature of families challenge the notion of a perfect family, and how can we embrace individual values and cultural perspectives in defining family dynamics?
- In what ways do our personal values influence the quality of our relationships within our families, and how can awareness of these values lead to more meaningful connections with our loved ones?
- What philosophical insights can we gain from exploring the balance between independence and interdependence within families, and how can this understanding enhance our familial roles and interactions?
- How do cultural, societal, and individual contexts shape the obligations we feel towards our families, and what strategies can we employ to provide support, care, and empathy in diverse family structures?
- What does the concept of sacrifice in family relationships reveal about the depth of our commitments, and how does acknowledging and embracing this interconnectedness foster a sense of responsibility within our families?
- How does an exploration of family themes in literature enrich our understanding of human emotions, behaviors, and relationships, deepening our appreciation for the shared human experience and the bonds that connect us?

Literacy:

- What strategies do authors employ to captivate and engage readers, and how do these techniques contribute to the overall effectiveness of a text?
- How does our personal history, perspective, and biases influence our interpretation of texts, and why is it essential to be aware of these factors in our reading experiences?
- How can we evaluate the impact of a text on ourselves as readers and on society at large?
- In what ways can a text impact readers differently, and what rights do readers have in evaluating a text's impact and questioning its value or merit?
- How can reading non-fiction texts inform and enhance our reading of fiction and vice-versa?
- Why is understanding the historical and cultural context in which a text was written crucial to fully comprehending its themes, messages, and relevance?

- How does the knowledge of literary criticism and the societal impact of a text enhance our understanding of the text itself and its significance in the broader literary landscape?
- What responsibilities do readers have in critically engaging with texts, and how can this active reading approach lead to deeper insights and connections with the material?
- How can an awareness of the author's background and intentions influence our understanding and appreciation of a text's themes and underlying messages?
- How can knowledge of literary theory and critical approaches enhance our analysis and appreciation of texts, deepening our understanding of their themes and artistic techniques?
- How does active and critical reading enable us to develop a deeper appreciation for the complexities of literature and its ability to reflect, challenge, and shape our understanding of the world around us?
- What ethical considerations should be taken into account when discussing the impact of a text on society, and how can we engage in thoughtful and respectful dialogues about its merits and implications?

Objectives

Students will know and be able to:

1. Analyze Themes:
 - Identify, analyze, and dissect the nuanced themes of family bonds and obligations within various literary forms.
 - Define and analyze the concept of a "perfect family" through literary works and critical discussions.
 - Identify personal values and reflect on how they are manifested in relationships and decision-making within families.
 - Explore the philosophical dichotomy of independence versus interdependence and consider its relevance in family dynamics.
2. Explore Character:
 - Examine the idea of obligation within families, analyzing characters in literature who grapple with sacrifices and commitments.
3. Analyze Literary Devices and Author Craft Moves:
 - Develop advanced literary analysis skills, demonstrating an aptitude for uncovering layers of meaning, identifying symbolism, imagery, and other literary devices, and discerning the author's purpose in integrating various themes
4. Engage in Comparative Analysis:
 - Compare and contrast the ways in which different genres, such as poetry, short stories, and non-fiction, approach and explore the themes in question
5. Examine the Contexts of the Various Texts and Their Social and Cultural Impact:
 - Evaluate the impact of cultural and historical contexts on various texts
6. Reflect and Connect:
 - Establish a personal connection between the themes explored in literature and their own lives, fostering self-awareness and empathy.

7. Effectively Communicate the Objectives Above in Writing and Discussion

Evidence of Learning

☒ **Formative Assessment**

A variety of formative assessment techniques will be employed to gauge students' progress, understanding, and engagement with the material. These assessments will include short quizzes and exit tickets after reading assignments or class discussions, allowing the teacher to quickly assess comprehension and address any misconceptions. Additionally, group discussions and debates will offer opportunities for students to articulate their thoughts and engage with diverse perspectives, enhancing their critical thinking and communication skills. Writing tasks, such as journal entries, reflections, and peer reviews, will enable students to express their ideas, analyze literary works, and receive constructive feedback to improve their writing. Through these diverse formative assessments, teachers will gain valuable insights into each student's progress and adapt instruction to meet their individual needs effectively.

☒ **Summative Assessment**

Students will formulate an argumentative essay that delves into the theme of families and obligations across a selection of texts studied in the unit. Drawing upon their close reading skills and critical analysis, students will synthesize insights from various literary forms—ranging from poems that evoke emotional depths, short stories that illuminate complex familial dynamics, to non-fiction articles that shed light on societal expectations. The central aim is to construct an argument that presents a cohesive interpretation of how different texts explore the intricate interplay of family bonds and obligations. By completing this assessment, students will be able to: 1) craft a well-defined argument that delves into the theme of families and obligations, showcasing a nuanced understanding of its complexity and implications 2) synthesize insights and evidence from multiple texts, demonstrating an ability to draw connections and common threads among diverse literary works 3) provide substantive textual evidence that effectively supports their argument, showcasing their comprehension of literary techniques and the thematic nuances of each text, and 4) showcase a skillful comparison and contrast of how different texts explore the theme, emphasizing their unique perspectives and narrative techniques.

☒ **Alternative Assessment**

For all common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

☒ **Benchmark**

Trends from the previous unit's summative assessment will be used to inform the learning plan of this unit.

Note: Accommodations and modifications, such as those on [this spreadsheet](#), will be provided as needed for students with IEPs and 504s, multilingual learners, striving students, and students working above standard.

Resources

Suggested Core Texts:

- *A Raisin in the Sun* by Lorraine Hansberry
- *House on Mango Street* by Sandra Cisneros
- *The Glass Menagerie* by Tennessee Williams
- *Kindred* by Octavia Butler

Suggested Supplementary Texts:

Short Stories

"Dead End" by Rudolpho Anaya

"Fish Cheeks" by Amy Tan

"The Gay Old Dog" by Edna Ferber

"A Sorrowful Woman" by Gail Godwin

"Gift of the Magi" by O'Henry

"The Story of an Hour" by Kate Chopin

The Parable of the Prodigal Son

"Everything Will Be Okay" by James Howe

"The Youngest Daughter" by Cathy Song

Non-Fiction Texts

Non-fiction articles about Filial Piety and other cultural beliefs regarding familial obligations

Readings by Jane English

Excerpts from *Crying in H Mart* by Michelle Zauner

Poems

"Snapping Beans" by Lisa Parker

"The Journey" by Mary Oliver

"Stopping By Woods on a Snowy Evening" by Robert Frost

"At Dusk" by Natasha Tretheway

"The Cord" by Leanne O'Sullivan

Excerpts from "Song of the Open Road" by Walt Whitman

Excerpts from *The Prophet* by Kahlil Gibran

"Girl" by Jamaica Kincaid

"The Visitor" by Mary Oliver

"The Sleep-Walkers" by Kahlil Gibran

"This is Just to Say" by William Carlos Williams

"Invictus" by William Ernest Henley

Children's Books

The Giving Tree by Shel Silverstein

Songs

"The River" by Bruce Springsteen

Unit 4: Exploring the Bonds of Friendship - A Unit on Interconnectedness and Values	
Content Area: Language Arts	
Course & Grade Level: 9th Grade Multilevel	
Summary and Rationale	
<p>In this unit, students will embark on a journey of self-discovery, examining the intricate theme of friendship and its profound impact on our lives. Through thought-provoking discussions and reflective activities, students will explore essential questions that delve into the qualities of a good friendship, the connection between our values and relationships, and the philosophical dichotomy of independence versus interdependence. Throughout the unit, students will develop critical thinking skills, emotional intelligence, and a deeper appreciation for the importance of meaningful connections with others. By examining the theme of friendship and its intersection with personal values and interconnectedness, students will gain valuable insights that foster empathy, understanding, and the ability to build genuine and enduring relationships in their lives.</p>	
Recommended Pacing	
~25 days	
New Jersey Student Learning Standards for English Language Arts – Reading	
Standard: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
Standard: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
Standard: NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Standard: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).
RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).
Standard: NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
RI.9-10.5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Standard: NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	
CPI#	Cumulative Progress Indicator (CPI)
RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RI.9-10.6.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
Standard: NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
CPI#	Cumulative Progress Indicator (CPI)
RI.9-10.8.	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
Standard: NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
CPI#	Cumulative Progress Indicator (CPI)
RL.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
RI.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail",

	Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
Standard: NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
CPI#	Cumulative Progress Indicator (CPI)
RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
RI.9-10.10.	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.
New Jersey Student Learning Standards for English Language Arts	
Companion Standards – Reading	
Standard: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Standard: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.2.	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Standard: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
Standard: NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
Standard: NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.6.	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Standard: NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
CPI #	Cumulative Progress Indicator (CPI)

RH.9-10.8.	Assess the extent to which the reasoning and evidence in a text support the author's claims.
Standard: NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.9.	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
Standard: NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
New Jersey Student Learning Standards for English Language Arts – Writing	
Standard: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.1.	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise claim(s)</p> <p>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, and between reasons and evidence</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p>
Standard: NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.2.	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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 aiding comprehension.</p> <p>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.</p> <p>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.</p>

	<p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
Standard: NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Standard: NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
Standard: NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Standard: NJSLSA.W10. 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.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.10.	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.
New Jersey Student Learning Standards for English Language Arts – Speaking and Listening	
Standard: NJSLSA.SL1. 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.	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.1.	<p>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.</p> <p>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.</p> <p>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.</p>

	<p>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.</p> <p>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.</p>
Standard: NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.
Standard: NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence
Standard: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.
Standard: NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.
Standard: NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
New Jersey Student Learning Standards for English Language Arts – Language	
Standard: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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>
Standard: NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
CPI #	Cumulative Progress Indicator (CPI)

L.9-10.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p>
Standard: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.3.	<p>Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>
Standard: NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, 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. 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>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).</p>
Standard: NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word 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>
Standard: NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.6.	<p>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; demonstrate</p>

	independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
Instructional Focus	
Unit Enduring Understandings	
<p>Content</p> <ul style="list-style-type: none"> • A good friendship is characterized by qualities such as trust, empathy, mutual respect, and open communication, which form the foundation of meaningful and fulfilling connections between individuals. • Personal values play a significant role in shaping the choices we make in our friendships, guiding us towards building relationships that align with our beliefs and principles. • Interconnectedness is a powerful concept that highlights the interdependence between individuals and the impact of our actions on others. Recognizing this interconnectedness enhances our appreciation for the importance of fostering genuine and empathetic relationships with friends. • Understanding the balance between independence and interdependence allows us to navigate the complexities of friendships, recognizing the importance of maintaining our individuality while actively participating in supportive and nurturing relationships with others. <p>Literacy</p> <ul style="list-style-type: none"> • Authors use a variety of strategies to hook and engage their readers. • We see the world through our own eyes, Therefore, we bring our histories, our perspectives, and our biases to everything we read. It is vital to be aware of this, and to monitor how our personal lenses affect our interpretation of, and response to, the texts we read. • Texts impact readers differently; therefore, as an informed reader, you have the right to evaluate a text's impact on you and the right to evaluate its merit. • Just like people, texts are a product of their circumstances. Therefore, knowing the context in which a text was written is vital to understanding the text itself. • Knowing the impact a text has had on society (via knowledge of literary criticism), is as important as knowing the text itself. 	

- Reading non-fiction texts enhances our understanding of real-world issues, enriching our perspectives and enabling us to make connections to the themes and experiences portrayed in fiction, leading to a more profound and empathetic engagement with both types of texts.
- Fictional works provide valuable insights into human nature, emotions, and experiences, which inform our interpretation of non-fiction texts by allowing us to consider the underlying motivations and emotions of real-world events and individuals.
- Engaging with literature encourages us to question assumptions, explore moral dilemmas, and develop a deeper awareness of the complexity of human nature, empowering us to become critical and thoughtful members of society.

Unit Essential Questions

Content:

- What qualities and attributes define a good friendship, and how do these elements contribute to the formation of meaningful and lasting bonds between individuals?
- How do personal values influence the choices we make in our friendships and other aspects of life, and what role do values play in shaping the dynamics of our relationships?
- In what ways does the idea of interconnectedness impact our understanding of friendship, and how does recognizing the importance of connections with others enhance the quality of our relationships?
- How does the balance between independence and interdependence shape the dynamics of friendships, and how can we navigate these concepts to foster healthy and fulfilling interactions with our friends?

Literacy:

- What strategies do authors employ to captivate and engage readers, and how do these techniques contribute to the overall effectiveness of a text?
- How does our personal history, perspective, and biases influence our interpretation of texts, and why is it essential to be aware of these factors in our reading experiences?
- How can we evaluate the impact of a text on ourselves as readers and on society at large?
- In what ways can a text impact readers differently, and what rights do readers have in evaluating a text's impact and questioning its value or merit?
- How can reading non-fiction texts inform and enhance our reading of fiction and vice-versa?
- Why is understanding the historical and cultural context in which a text was written crucial to fully comprehending its themes, messages, and relevance?
- How does the knowledge of literary criticism and the societal impact of a text enhance our understanding of the text itself and its significance in the broader literary landscape?
- What responsibilities do readers have in critically engaging with texts, and how can this active reading approach lead to deeper insights and connections with the material?
- How can an awareness of the author's background and intentions influence our understanding and appreciation of a text's themes and underlying messages?
- How can knowledge of literary theory and critical approaches enhance our analysis and appreciation of texts, deepening our understanding of their themes and artistic techniques?
- How does active and critical reading enable us to develop a deeper appreciation for the complexities of literature and its ability to reflect, challenge, and shape our understanding of the world around us?

- What ethical considerations should be taken into account when discussing the impact of a text on society, and how can we engage in thoughtful and respectful dialogues about its merits and implications?

Objectives

Students will know and be able to:

1. Analyze Themes:
 - Identify, analyze, and dissect the nuanced themes of friendship and interdependence within a variety of literary forms.
 - Analyze the attributes and qualities that define a good friendship, fostering a deeper understanding of the bonds that connect individuals in meaningful relationships.
 - Reflect on personal values and how they influence the choices we make in our friendships and other aspects of life, leading to a greater awareness of the role values play in our relationships.
 - Contemplate the idea of interconnectedness and its significance in shaping the dynamics of friendships, encouraging students to recognize the importance of connections with others.
 - Examine the balance between independence and interdependence, exploring how these concepts impact our interactions with friends and the choices we make as individuals.
2. Explore Character:
 - Compare and contrast the various characters in the unit's texts, exploring their values and their approach to friendship
3. Analyze Literary Devices and Author Craft Moves:
 - Develop advanced literary analysis skills, demonstrating an aptitude for uncovering layers of meaning, identifying symbolism, imagery, and other literary devices, and discerning the author's purpose in integrating various themes
4. Engage in Comparative Analysis:
 - Compare and contrast the ways in which different genres, such as poetry, short stories, and non-fiction, approach and explore the themes in question
5. Examine the Contexts of the Various Texts and Their Social and Cultural Impact:
 - Evaluate the impact of cultural and historical contexts on various texts
6. Reflect and Connect:
 - Establish a personal connection between the themes explored in literature and their own lives, fostering self-awareness and empathy.
7. Effectively Communicate the Objectives Above in Writing and Discussion

Evidence of Learning



Formative Assessment

A variety of formative assessment techniques will be employed to gauge students' progress, understanding, and engagement with the material. These assessments will include short quizzes and exit tickets after reading assignments or class discussions, allowing the teacher to quickly assess comprehension and address any misconceptions. Additionally, group discussions and debates will offer opportunities for students to articulate their thoughts and engage with diverse perspectives, enhancing their critical thinking

and communication skills. Writing tasks, such as journal entries, reflections, and peer reviews, will enable students to express their ideas, analyze literary works, and receive constructive feedback to improve their writing. Through these diverse formative assessments, teachers will gain valuable insights into each student's progress and adapt instruction to meet their individual needs effectively.

☒ **Summative Assessment**

Students will formulate an argumentative essay that delves into the theme of friendship and interdependence across a selection of texts studied in the unit. Drawing upon their close reading skills and critical analysis, students will synthesize insights from various literary forms—ranging from poems that evoke emotional depths, short stories that illuminate the complex dynamics of friendships, to non-fiction articles that shed light on the human need for connection. The central aim is to construct an argument that presents a cohesive interpretation of how different texts explore the intricate interplay of independence and interdependence. By completing this assessment, students will be able to: 1) craft a well-defined argument that delves into the theme of friendship, showcasing a nuanced understanding of its complexity and implications 2) synthesize insights and evidence from multiple texts, demonstrating an ability to draw connections and common threads among diverse literary works 3) provide substantive textual evidence that effectively supports their argument, showcasing their comprehension of literary techniques and the thematic nuances of each text, and 4) showcase a skillful comparison and contrast of how different texts explore the theme, emphasizing their unique perspectives and narrative techniques.

☒ **Alternative Assessment**

For all common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.

☒ **Benchmark**

Trends from the interim assessment and the previous unit's summative assessment will be used to inform the learning plan of this unit.

Note: Accommodations and modifications, such as those on [this spreadsheet](#), will be provided as needed for students with IEPs and 504s, multilingual learners, striving students, and students working above standard.

Resources

Suggested Core Texts:

Suggested Supplementary Texts:

Poems

"A Dog Has Died" by Pablo Neruda
 "A Mile With Me" by Henry Van Dyke
 "Every Chance We Got" by Charles Harper Webb
 "Fellowship" by Anonymous
 "Friendship" by Dinah Maria Mulock Craik
 "Hoping to Hear from a Former Friend" by Margaret Hasse
 "I Hear It Said" by Barbara Young
 "I Loved My Friend" by Langston Hughes
 "On Friendship" by Khalil Gibran
 "Sugar-n-Spice, etc." by Rita Quillen
 "Target Practice" by Gary Soto

"Walking With Jackie, Sitting With a Dog" by Gary Soto

"The Friend" by Matt Hart

"The Oak and the Rose" by Shel Silverstein

"To My Oldest Friend, Whose Silence Is Like a Death" by Lloyd Schwartz

Short Stories

"Adjo Means Goodbye" by Carrie Young

"And Summer Is Gone" by Susie Kretschmer

"Popularity" by Adam Bagdasarian

"Sucker" by Carson McCullers

"They Are My Friends" by Margaret Atwood

"After Twenty Years" by O'Henry

Selections by Gary Soto

Children's Books

Fox by Margaret Wild

Lost and Found by Oliver Jeffers

Non-Fiction Articles

"11 Signs Of A Genuine Friendship" by Lindsay Holmes

"How to Have Closer Friendships (and Why You Need Them)" by Emma Pattee

"The 13 Essential Traits of Good Friends" by Suzanne Degges-White

"What Are Friends For? A Longer Life" by Tara Parker-Pope

"How to Be a Better Friend"

"The Importance of Friendships" Psychology Today

Songs

"Backstreets" by Bruce Springsteen

Unit 5: Resilience, Justice, and Global Citizenship: Empowering Individuals for Change	
Content Area: Language Arts	
Course & Grade Level: 9th Grade Multilevel	
Summary and Rationale	
In this thought-provoking interdisciplinary unit, 9th-grade students will embark on a journey of exploration and reflection that revolves around essential questions related to resilience, justice, individual empowerment, global citizenship, and interconnectedness. Through a combination of historical accounts, literature, contemporary case studies, collaborative discussions, and reflective projects, students will gain insights into the human capacity to overcome adversity, advocate for justice, and foster positive change on both personal and global levels. Rooted in critical thinking and ethical considerations, this unit aims to inspire students to become active, compassionate global citizens who understand the power they hold to influence the world around them.	
Recommended Pacing	
~25 days	
New Jersey Student Learning Standards for English Language Arts – Reading	
Standard: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
Standard: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
Standard: NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Standard: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
CPI #	Cumulative Progress Indicator (CPI)

RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).
RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).
Standard: NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
RI.9-10.5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Standard: NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	
CPI#	Cumulative Progress Indicator (CPI)
RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RI.9-10.6.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
Standard: NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
CPI#	Cumulative Progress Indicator (CPI)
RI.9-10.8.	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
Standard: NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
CPI#	Cumulative Progress Indicator (CPI)
RL.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
RI.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
Standard: NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
CPI#	Cumulative Progress Indicator (CPI)
RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
RI.9-10.10.	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.
New Jersey Student Learning Standards for English Language Arts Companion Standards – Reading	

Standard: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Standard: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.2.	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Standard: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
Standard: NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
Standard: NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.6.	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Standard: NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.8.	Assess the extent to which the reasoning and evidence in a text support the author's claims.
Standard: NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.9.	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
Standard: NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
New Jersey Student Learning Standards for English Language Arts – Writing	
Standard: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	

CPI #	Cumulative Progress Indicator (CPI)
W.9-10.1.	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>A. Introduce precise claim(s)</p> <p>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, and between reasons and evidence</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p>
Standard: NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.2.	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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 aiding comprehension.</p> <p>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.</p> <p>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.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
Standard: NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Standard: NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
Standard: NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
CPI #	Cumulative Progress Indicator (CPI)

W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Standard: NJSLSA.W10. 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.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.10.	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.
New Jersey Student Learning Standards for English Language Arts – Speaking and Listening	
Standard: NJSLSA.SL1. 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.	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.1.	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Standard: NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.
Standard: NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence
Standard: NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.
Standard: NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.
Standard: NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	

CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
New Jersey Student Learning Standards for English Language Arts – Language	
Standard: NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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
Standard: NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.
Standard: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.3.	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
Standard: NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, 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. 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. 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).
Standard: NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	<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>
Standard: NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.6.	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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.1.12.CFR.4	Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
Instructional Focus	
Unit Enduring Understandings	
<p>Content</p> <ul style="list-style-type: none"> Resilience is born from a combination of inner strength, determination, adaptability, and a sense of purpose, enabling individuals to navigate and overcome challenges, injustices, and even mortality. Taking a stand against injustice requires moral courage, empathy, and a commitment to principles of fairness and equality. Advocacy and collective action can challenge oppressive systems and drive positive change. The power of an individual lies in their capacity to influence thoughts, actions, and outcomes. Through actions, words, and ideas, individuals have the ability to shape perspectives, ignite change, and leave a lasting impact. As global citizens, we are interconnected with diverse communities and cultures. Our obligations include promoting justice, empathy, and sustainable development, while contributing to the well-being of others and safeguarding the planet. The well-being of others is inextricably linked to our own, as the health and vitality of interconnected societies contribute to a shared global ecosystem. Fostering empathy and collective responsibility enhances both personal and communal welfare. <p>Literacy</p>	

- Authors use a variety of strategies to hook and engage their readers.
- We see the world through our own eyes, Therefore, we bring our histories, our perspectives, and our biases to everything we read. It is vital to be aware of this, and to monitor how our personal lenses affect our interpretation of, and response to, the texts we read.
- Texts impact readers differently; therefore, as an informed reader, you have the right to evaluate a text's impact on you and the right to evaluate its merit.
- Just like people, texts are a product of their circumstances. Therefore, knowing the context in which a text was written is vital to understanding the text itself.
- Knowing the impact a text has had on society (via knowledge of literary criticism), is as important as knowing the text itself.
- Reading non-fiction texts enhances our understanding of real-world issues, enriching our perspectives and enabling us to make connections to the themes and experiences portrayed in fiction, leading to a more profound and empathetic engagement with both types of texts.
- Fictional works provide valuable insights into human nature, emotions, and experiences, which inform our interpretation of non-fiction texts by allowing us to consider the underlying motivations and emotions of real-world events and individuals.
- Engaging with literature encourages us to question assumptions, explore moral dilemmas, and develop a deeper awareness of the complexity of human nature, empowering us to become critical and thoughtful members of society.

Unit Essential Questions

Content

- What traits enable individuals to persevere in the face of adversity, injustice, and death?
- How can individuals take a stand against injustice and promote positive change?
- What factors contribute to the power of an individual to impact society?
- What responsibilities do we have as global citizens to promote social welfare and justice?
- To what extent is our own well-being tied to the well-being of others?

Literacy

- What strategies do authors employ to captivate and engage readers, and how do these techniques contribute to the overall effectiveness of a text?
- How does our personal history, perspective, and biases influence our interpretation of texts, and why is it essential to be aware of these factors in our reading experiences?
- How can we evaluate the impact of a text on ourselves as readers and on society at large?
- In what ways can a text impact readers differently, and what rights do readers have in evaluating a text's impact and questioning its value or merit?
- How can reading non-fiction texts inform and enhance our reading of fiction and vice-versa?
- Why is understanding the historical and cultural context in which a text was written crucial to fully comprehending its themes, messages, and relevance?
- How does the knowledge of literary criticism and the societal impact of a text enhance our understanding of the text itself and its significance in the broader literary landscape?
- What responsibilities do readers have in critically engaging with texts, and how can this active reading approach lead to deeper insights and connections with the material?

- How can an awareness of the author's background and intentions influence our understanding and appreciation of a text's themes and underlying messages?
- How can knowledge of literary theory and critical approaches enhance our analysis and appreciation of texts, deepening our understanding of their themes and artistic techniques?
- How does active and critical reading enable us to develop a deeper appreciation for the complexities of literature and its ability to reflect, challenge, and shape our understanding of the world around us?
- What ethical considerations should be taken into account when discussing the impact of a text on society, and how can we engage in thoughtful and respectful dialogues about its merits and implications?

Objectives

Students will know and be able to:

1. Analyze Themes:
 - Identify, analyze, and dissect the theme of resilience and examine the traits and factors that empower individuals to persevere in the face of adversity, injustice, and mortality, drawing insights from historical accounts, literature, and contemporary examples.
 - Evaluate the influence and potential of an individual to drive positive change, reflecting on the ways in which individuals throughout history have altered the course of events.
 - Examine the obligations and responsibilities that come with being a global citizen, exploring ways to contribute positively to the well-being and justice of diverse communities.
2. Explore Character:
 - Compare and contrast the various characters in the unit's texts, exploring their responses to the adversity they face.
3. Analyze Literary Devices and Author Craft Moves:
 - Develop advanced literary analysis skills, demonstrating an aptitude for uncovering layers of meaning, identifying symbolism, imagery, and other literary devices, and discerning the author's purpose in integrating various themes
4. Examine the Contexts of the Various Texts and Their Social and Cultural Impact:
 - Evaluate the impact of cultural and historical contexts on various texts
5. Reflect, Connect, and Advocate
 - Establish a personal connection between the themes explored in literature and their own lives, fostering self-awareness and empathy.
 - Explore ways in which individuals can stand up against injustice, harnessing their voices and actions to effect meaningful change in their communities and beyond.
 - Examine the obligations and responsibilities that come with being a global citizen, exploring ways to contribute positively to the well-being and justice of diverse communities.
 - Cultivate an understanding of how the welfare of others is intrinsically linked to our own, fostering empathy and an appreciation for the interdependence of humanity.
6. Effectively Communicate the Objectives Above in Writing and Discussion

Evidence of Learning

☒ **Formative Assessment**

<p>A variety of formative assessment techniques will be employed to gauge students' progress, understanding, and engagement with the material. These assessments will include short quizzes and exit tickets after reading assignments or class discussions, allowing the teacher to quickly assess comprehension and address any misconceptions. Additionally, group discussions and debates will offer opportunities for students to articulate their thoughts and engage with diverse perspectives, enhancing their critical thinking and communication skills. Writing tasks, such as journal entries, reflections, and peer reviews, will enable students to express their ideas, analyze literary works, and receive constructive feedback to improve their writing. Through these diverse formative assessments, teachers will gain valuable insights into each student's progress and adapt instruction to meet their individual needs effectively.</p>
<p><input checked="" type="checkbox"/> Summative Assessment</p> <p>Students will formulate a final piece that delves into the theme of adversity and resilience as studied in the unit. By completing this assessment, students will be able to: 1) craft a well-defined argument that delves into the theme, showcasing a nuanced understanding of its complexity and implications 2) provide substantive textual evidence that effectively supports their argument, showcasing their comprehension of literary techniques and the thematic nuances of each text and 3) reflect on their understanding of, and commitment to, resilience, justice, individual power, and global citizenship.</p>
<p><input checked="" type="checkbox"/> Alternative Assessment</p> <p>For all common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.</p>
<p><input checked="" type="checkbox"/> Benchmark</p> <p>Trends from the interim assessment and the previous unit's summative assessment will be used to inform the learning plan of this unit.</p>
<p>Note: Accommodations and modifications, such as those on this spreadsheet, will be provided as needed for students with IEPs and 504s, multilingual learners, striving students, and students working above standard.</p>
<p style="text-align: center;">Resources</p>
<p>Suggested Core Texts: <i>Night</i> by Elie Wiesel <i>First They Killed My Father</i> by Loung Ung</p>

Unit 6: Values, Romantic Relationships, and Obligations: Unraveling Romeo and Juliet's Love
<p>Content Area: Language Arts</p>
<p>Course & Grade Level: 9th Grade Multilevel</p>
Summary and Rationale
<p>In this unit, 9th-grade students will embark on a captivating exploration of Shakespeare's timeless tragedy, <i>Romeo and Juliet</i>, delving into the intricacies of values, relationships, obligations, and the compelling force of love. Through a deep analysis of the play, engaging discussions, reflective writing, and creative projects, students will explore how individuals' values shape their romantic relationships, decisions, and sense of duty. This unit will not only enhance students' literary analysis skills but also encourage them to reflect on the profound themes of love, values, and moral dilemmas in their own lives.</p>

Recommended Pacing	
~25 days	
New Jersey Student Learning Standards for English Language Arts – Reading	
Standard: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.1.	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
Standard: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
Standard: NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RI.9-10.3.	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Standard: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).
RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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).
Standard: NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
CPI #	Cumulative Progress Indicator (CPI)
RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).
RI.9-10.5.	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Standard: NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	
CPI#	Cumulative Progress Indicator (CPI)
RL.9-10.6.	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RI.9-10.6.	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
Standard: NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
CPI#	Cumulative Progress Indicator (CPI)
RI.9-10.8.	Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
Standard: NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
CPI#	Cumulative Progress Indicator (CPI)
RL.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
RI.9-10.9.	Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
Standard: NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
CPI#	Cumulative Progress Indicator (CPI)
RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
RI.9-10.10.	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.
New Jersey Student Learning Standards for English Language Arts Companion Standards – Reading	
Standard: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Standard: NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.2.	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Standard: NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
CPI #	Cumulative Progress Indicator (CPI)

RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
Standard: NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
Standard: NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.6.	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Standard: NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.8.	Assess the extent to which the reasoning and evidence in a text support the author's claims.
Standard: NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.9.	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
Standard: NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
CPI #	Cumulative Progress Indicator (CPI)
RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
New Jersey Student Learning Standards for English Language Arts – Writing	
Standard: NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise claim(s) 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, and between reasons and evidence 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.
Standard: NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CPI #	Cumulative Progress Indicator (CPI)

W.9-10.2.	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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 aiding comprehension.</p> <p>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.</p> <p>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.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>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.</p> <p>F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>
Standard: NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Standard: NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
Standard: NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
Standard: NJSLSA.W10. 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.	
CPI #	Cumulative Progress Indicator (CPI)
W.9-10.10.	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.
New Jersey Student Learning Standards for English Language Arts – Speaking and Listening	
Standard: NJSLSA.SL1. 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.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.

	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
Standard: NJSLA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.
Standard: NJSLA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence
Standard: NJSLA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.
Standard: NJSLA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	
CPI #	Cumulative Progress Indicator (CPI)
SL.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.
Standard: NJSLA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	
CPI #	Cumulative Progress Indicator (CPI)
SL.9-10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
New Jersey Student Learning Standards for English Language Arts – Language	
Standard: NJSLA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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>
Standard: NJSLA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
CPI #	Cumulative Progress Indicator (CPI)

L.9-10.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>B. Use a colon to introduce a list or quotation.</p> <p>C. Spell correctly.</p>
Standard: NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.3.	<p>Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>
Standard: NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, 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. 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>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).</p>
Standard: NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word 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>
Standard: NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	
CPI #	Cumulative Progress Indicator (CPI)
L.9-10.6.	<p>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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
9.1.12.CFR.4	<p>Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.</p>

9.1.12.FP.6	Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
New Jersey Student Learning Standards for Computer Science and Design Thinking	
CPI #	Cumulative Progress Indicator (CPI)
8.2.8.ITH.1	Explain how the development and use of technology influences economic, political, social, and cultural issues.
Instructional Focus	
Unit Enduring Understandings	
<p>Content</p> <ul style="list-style-type: none"> • Our values shape the foundation of our romantic relationships, influencing the qualities we seek in a partner and the principles that guide our actions and choices within those relationships. • Our values are mirrored in our romantic relationships, impacting our interactions, communication, and decisions. These choices are a manifestation of our core beliefs and convictions. • Love thrives on the interconnectedness of individuals, challenging the notion of isolation. Romantic relationships illuminate how our lives are intertwined, influencing each other's emotions, actions, and destinies. • Romantic relationships, like all relationships, require a balance between independence and interdependence. While maintaining individuality, the depth of emotional connection and mutual support reflects the intertwining of lives. • Romantic relationships introduce obligations that stem from deep emotional bonds. Partners have obligations to nurture trust, communication, and mutual well-being while upholding respect for each other's autonomy. • Love often calls for sacrifices that reflect the depth of commitment. These sacrifices may involve personal desires, time, and even aspirations, illustrating the profound connection and dedication within romantic relationships. • Love is a transformative force that influences our values, guides significant decisions, and deepens our connections. Romantic relationships offer a context where love intertwines with personal growth, moral choices, and the quest for meaningful relationships. <p>Literacy</p> <ul style="list-style-type: none"> • Authors use a variety of strategies to hook and engage their readers. • We see the world through our own eyes, Therefore, we bring our histories, our perspectives, and our biases to everything we read. It is vital to be aware of this, and to monitor how our personal lenses affect our interpretation of, and response to, the texts we read. • Texts impact readers differently; therefore, as an informed reader, you have the right to evaluate a text's impact on you and the right to evaluate its merit. • Just like people, texts are a product of their circumstances. Therefore, knowing the context in which a text was written is vital to understanding the text itself. 	

- Knowing the impact a text has had on society (via knowledge of literary criticism), is as important as knowing the text itself.
- Reading non-fiction texts enhances our understanding of real-world issues, enriching our perspectives and enabling us to make connections to the themes and experiences portrayed in fiction, leading to a more profound and empathetic engagement with both types of texts.
- Fictional works provide valuable insights into human nature, emotions, and experiences, which inform our interpretation of non-fiction texts by allowing us to consider the underlying motivations and emotions of real-world events and individuals.
- Engaging with literature encourages us to question assumptions, explore moral dilemmas, and develop a deeper awareness of the complexity of human nature, empowering us to become critical and thoughtful members of society.

Unit Essential Questions

Content

- How are values reflected in romantic relationships?
- Is no man an island or is every man an island?
- Should we be independent or interdependent?
- To whom or what are we obligated? In what ways, if any, are human beings obligated to their romantic partners?
- What should people be willing to sacrifice for these obligations?
- What role does love play in shaping our values, decisions, and relationships?

Literacy

- What strategies do authors employ to captivate and engage readers, and how do these techniques contribute to the overall effectiveness of a text?
- How does our personal history, perspective, and biases influence our interpretation of texts, and why is it essential to be aware of these factors in our reading experiences?
- How can we evaluate the impact of a text on ourselves as readers and on society at large?
- In what ways can a text impact readers differently, and what rights do readers have in evaluating a text's impact and questioning its value or merit?
- How can reading non-fiction texts inform and enhance our reading of fiction and vice-versa?
- Why is understanding the historical and cultural context in which a text was written crucial to fully comprehending its themes, messages, and relevance?
- How does the knowledge of literary criticism and the societal impact of a text enhance our understanding of the text itself and its significance in the broader literary landscape?
- What responsibilities do readers have in critically engaging with texts, and how can this active reading approach lead to deeper insights and connections with the material?
- How can an awareness of the author's background and intentions influence our understanding and appreciation of a text's themes and underlying messages?
- How can knowledge of literary theory and critical approaches enhance our analysis and appreciation of texts, deepening our understanding of their themes and artistic techniques?
- How does active and critical reading enable us to develop a deeper appreciation for the complexities of literature and its ability to reflect, challenge, and shape our understanding of the world around us?

- What ethical considerations should be taken into account when discussing the impact of a text on society, and how can we engage in thoughtful and respectful dialogues about its merits and implications?

Objectives

Students will know and be able to:

1. Analyze Themes:
 - Identify, analyze, and dissect the theme of love and duty.
 - Evaluate the concept of interdependence and independence in the context of romantic love, considering the extent to which individuals rely on each other.
2. Explore Character:
 - Compare and contrast the various characters in the unit's texts, exploring their responses to the adversity they face.
 - Analyze the values of characters in "Romeo and Juliet," exploring how their beliefs and love shape their actions, choices, and relationships.
 - Examine how love influences interactions and decisions within romantic relationships and impacts characters' perceptions of duty.
 - Investigate how characters' obligations to family, society, and romantic partners are influenced by love, analyzing the sacrifices they make and the moral dilemmas they face.
3. Analyze Literary Devices and Author Craft Moves:
 - Develop advanced literary analysis skills, demonstrating an aptitude for uncovering layers of meaning, identifying symbolism, imagery, and other literary devices, and discerning the author's purpose in integrating various themes
4. Examine the Contexts of the Various Texts and Their Social and Cultural Impact:
 - Evaluate the impact of cultural and historical contexts on various texts
5. Reflect, Connect, and Advocate
 - Foster personal connections between the play's themes of love, values, relationships, and obligations and students' own experiences and ethical considerations.
6. Effectively Communicate the Objectives Above in Writing and Discussion

Evidence of Learning

☒ Formative Assessment

A variety of formative assessment techniques will be employed to gauge students' progress, understanding, and engagement with the material. These assessments will include short quizzes and exit tickets after reading assignments or class discussions, allowing the teacher to quickly assess comprehension and address any misconceptions. Additionally, group discussions and debates will offer opportunities for students to articulate their thoughts and engage with diverse perspectives, enhancing their critical thinking and communication skills. Writing tasks, such as journal entries, reflections, and peer reviews, will enable students to express their ideas, analyze literary works, and receive constructive feedback to improve their writing. Through these diverse formative assessments, teachers will gain valuable insights into each student's progress and adapt instruction to meet their individual needs effectively.

☒ Summative Assessment

Students will formulate a final piece that delves into the themes of love and duty as studied in the unit.	
<input checked="" type="checkbox"/>	Alternative Assessment For all common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students.
<input checked="" type="checkbox"/>	Benchmark Trends from the interim assessment and the previous unit's summative assessment will be used to inform the learning plan of this unit.
Note: Accommodations and modifications, such as those on this spreadsheet , will be provided as needed for students with IEPs and 504s, multilingual learners, striving students, and students working above standard.	
Resources	
Suggested Core Texts: <i>Romeo and Juliet</i> by William Shakespeare	

