

Ocean Academy Charter High School
Curriculum Guide
Grade 10



Original Adoption:	August 2025
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Ocean Academy Charter High School ELA 10 Curriculum	
Content Area: English Language Arts	
Course Title: English Language Arts	
Grade Level: 10th Grade	
Unit Title	Pacing Guide in Days
<u>Unit Plan 1:</u> Writing Freedom Words That Shaped A Nation Amistad/Holocaust and Genocide/LGBTQ/ Diversity and Inclusion/Climate Change	15 Days
<u>Unit Plan 2:</u> The Individual and Society Fitting In, or Standing Out? Amistad/Holocaust and Genocide/LGBTQ/ Diversity and Inclusion/Climate Change	15 Days
<u>Unit Plan 3:</u> Power, Protest, and Change A Spirit of Reform Amistad/Holocaust and Genocide/LGBTQ/ Diversity and Inclusion/Climate Change	15 Days
<u>Unit Plan 4:</u> Grit and Grandeur The Importance of Place Amistad/Holocaust and Genocide/LGBTQ/ Diversity and Inclusion/Climate Change	15 Days

Ocean Academy Charter High School
Curriculum Guide
Grade 10

<u>Unit Plan 5:</u> Facing Our Fears Victims and Victors Amistad/Holocaust and Genocide/LGBTQ/ Diversity and Inclusion/Climate Change	15 Days
<u>Unit Plan 6:</u> Ordinary Lives, Extraordinary Tales The American Short Story Amistad/Holocaust and Genocide/LGBTQ/ Diversity and Inclusion/Climate Change	15 Days

Ocean Academy Charter High School Unit 1 Overview	
Content Area: English Language Arts	
Unit Title: Writing Freedom: Words That Shaped A Nation	Duration: 15 Days
Target Course/Grade Level: 10th Grade	
Introduction: The meaning of freedom evolves over time and varies depending on location and context. It is influenced by the people involved and the challenges they encounter. Whether it's the creation of a new country or the abolition of slavery, the definition of freedom is never static. Throughout history, individuals have utilized writing to express and fight for their understanding of freedom. In this unit, students will have the opportunity to examine various perspectives, both historical and contemporary, on what freedom truly means. Unit Focus/Content Statements: Throughout this unit, students will engage with and analyze key historical documents and sources that shaped the foundation of American freedom and government. They will begin by closely reading <i>The Declaration of Independence</i>, examining how the authors used persuasive techniques to justify the colonies' break from Britain and argue for the natural rights of individuals. Next, students will analyze the <i>Preamble to the Constitution</i>, considering how it outlines the fundamental purposes of government and sets the stage for the legal structure of the United States. In addition to these foundational texts, students will explore Franklin's <i>Speech in the Convention</i>, a powerful example of rhetoric used during the Constitutional Convention to persuade delegates toward unity. They will also study <i>The American Revolution: Visual Propaganda</i>, which offers a different perspective on the era by analyzing how images and visuals were used to convey political messages and sway public opinion during the Revolution. Through these readings and analyses, students will learn how arguments are constructed, both in written and visual forms, and how these arguments have shaped our understanding of freedom	

Ocean Academy Charter High School
Curriculum Guide
Grade 10

and government. The unit will emphasize the importance of recognizing rhetorical strategies, tone, and audience, all of which are essential for constructing a persuasive argument.

As students progress, they will read sample argumentative essays, identifying effective strategies and techniques. Using these examples as guides, students will then engage in the writing process, ultimately crafting their own argumentative essays. These essays will require students to take a stance on an issue related to freedom, government, or rights, and defend their position using evidence and reasoning, just as the historical figures they've studied did.

By the end of the unit, students will not only have a deeper understanding of the history and evolution of freedom in the United States but also develop strong skills in critical reading, argument analysis, and persuasive writing.

Disciplinary Concepts for the Unit:

Standard 9.1

Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2

Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4

Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1

Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2

Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the

Ocean Academy Charter High School
Curriculum Guide
Grade 10

curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."

Primary Interdisciplinary Connections:

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Social Studies, Career Readiness, Life Literacies and Key Skills, Computer Design.

21st century themes:

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

New Jersey Student Learning Standards-ELA

 **Grade 9 - 10 2023 ELA Standards and Practices**

FOCUS STANDARDS

READING DOMAIN

(CR) Close Reading of Text: By the end of grade 12, 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.

RL.CR.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9-10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

Ocean Academy Charter High School
Curriculum Guide
Grade 10

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. RI.IT.9-10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them
(TS) Text Structure: By the end of grade 12, 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	RL.TS.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). RI.TS.9-10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter)
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text	RL.PP. 9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. RL.PP. 9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words	RL.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively). RI.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	(visually, quantitatively) as well as in words in order to address a question or solve a problem
(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence	RI.AA.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
(CT) Comparison of Texts: By the end of grade 12, 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.	RL.CT.9-10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion/Climate Change RI.CT.9-10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion/Climate Change
Writing Domain	
(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Ocean Academy Charter High School
Curriculum Guide
Grade 10

(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W.NW.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing	W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience..
(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Use parallel structure. 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. C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. D. Use a colon to introduce a list or quotation. Recognize spelling conventions..
KL) Knowledge of Language: By the end of grade 12, apply knowledge of	L.KL.9-10.2. Apply knowledge of language to make

Ocean Academy Charter High School
Curriculum Guide
Grade 10

language and command of vocabulary 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.	effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate	L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings,	L.VI.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Ocean Academy Charter High School
Curriculum Guide
Grade 10

including shades of meaning based on word relationships and context	A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
New Jersey Student Learning Standards: Interdisciplinary Connections	
2020 NJSL Social Studies Core Ideas	Performance Expectations (Identified with Standard Number and statement)
6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion/Climate Change	
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion/Climate Change
	6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion/Climate Change
Complex interacting factors influence people’s perspective.	6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion/Climate Change
Core Ideas	Performance Expectations (Identified with Standard Number and statement)

Ocean Academy Charter High School
Curriculum Guide
Grade 10

9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation

Career Readiness, Life Literacies, and Key Skills Practices

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Critical Thinking and Problem Solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
Information and Media Literacy	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
Technology Literacy	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

New Jersey Student Learning Standards: Computer Science and Design Thinking

Core Ideas

Performance Expectations

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	(Identified with Standard Number and Statement)
Impacts of Computing	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interaction of Technology and Humans	8.2.2.ITH.1: Identify products that are designed to meet human wants or needs. 8.2.2.ITH.2: Explain the purpose of a product and its value. 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.
Ethics and Culture	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
New Jersey Student Learning Standards: Climate Change Mandate	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Accurate information may help in making valuable and ethical choices.	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
In order for members of our society to participate productively, information needs to be shared accurately and ethically.	9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately. 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Knowledge and Skills

Unit Enduring Understandings:

Reading Goals

- Writers use a variety of strategies in arguments, nonfiction narratives, and informational texts to convey and develop ideas.
- Evaluating structure, purpose, and rhetorical techniques helps deepen understanding of an author's message.

Writing and Research Goals

- Strong argumentative writing relies on clear claims, logical reasoning, and credible evidence.
- Writing can serve many purposes—organizing thoughts, exploring issues, and communicating ideas.
- Research is a tool for deepening understanding and informing one's perspective.

Language Goals

- Language style varies across contexts, time periods, and audiences.
- Writers can intentionally shape their voice to suit purpose and audience.

Speaking and Listening Goals

- Effective communication involves listening actively, building on others' ideas, and working collaboratively toward shared understanding.

Unit Essential Questions:

- What does freedom truly mean, and how is it defined across different contexts and perspectives?
- How is the principle of “no taxation without representation” foundational to America's national identity?

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- In what ways can powerful language influence thoughts, behaviors, and societal change?
- How do literary texts reveal social, racial, and political issues faced by individuals from diverse backgrounds—and how does poverty impact these experiences?
- What does society truly value? Are material wealth and possessions prioritized over relationships and family?
- How can individuals hold on to hope when their dreams are delayed or denied?
- How do families influence a person’s ability to pursue and achieve their dreams—both positively and negatively?

Instructional Plan

Suggested Activities	Resources/Texts
Essay Writer’s Workshop Academic vocabulary: Argument Launch Text: Argument Model Summaries QuickWrites Evidence Logs Comprehension Checks Close Read the Texts Analyze the Texts Analyze Craft and Structure Historical Perspectives Analysis Close Read the Texts Analyze the Texts Analyze Craft and Structure Historical Perspectives Analysis CommonLit or Actively Learn articles on the topic of freedom (nonfiction pieces) with a focus on climate change, historical injustices, and those who have overcome oppression. Here are a few examples: ○ CommonLit: “Harvey Milk Lives” LGBTQ ○ CommonLit: “Introduction to the Holocaust” Holocaust and Genocide	Instructional Materials: <i>find in My Perspectives (Textbook page T38/1):</i> ➤ HISTORICAL PERSPECTIVES Focus Period: 1750-1800 ➤ A New Nation Anchor Text (Foundational Document): <i>Declaration of Independence</i> by Thomas Jefferson ➤ Anchor Text (Foundational Documents): <i>Preamble to the Constitution</i> by Gouverneur Morris Bill of Rights by James Madison ➤ Anchor Text (Speech): <i>Speech in the Convention</i> by Benjamin Franklin ➤ MEDIA (IMAGE GALLERY): <i>The American Revolution: Visual Propaganda</i> ➤ <i>The Narrative of the Life of Frederick Douglass by Frederick Douglass (Amistad)</i> Supplemental Materials: <i>My Perspectives Textbook p. T39/3</i> <i>From America’s Constitution: A Biography</i> ➤ Media: <i>from The United States Constitution: A Graphic Adaptation</i> ➤ <i>from The Interesting Narrative of the Life of Olaudah Equiano (Diversity and Inclusion)</i>

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Commonlit: “Surviving” Asian Americans and Pacific Islanders (AAPI)
- Holocaust and Genocide, Amistad, Diversity and Inclusion, Climate Change, LGBTQ

- Letter to John Adams - *from* Dear Abigail: The Intimate Lives and Revolutionary Ideas of Abigail Adams and Her Two Remarkable Sisters
- *The Gettysburg Address* by Abraham Lincoln
- *The Great Gatsby* by F. Scott Fitzgerald
- “Winter Dreams” by F. Scott Fitzgerald

Optional Trade Books:

Harriet Jacobs: Incidents in the Life of a Slave Girl (Amistad)

A Raisin in the Sun by Lorraine Hansberry (Diversity and Inclusion)

Additional supplemental reading:

CommonLit: “These Teen Have Some Ideas for Stopping Climate Change” by Bethany Brookshire
 Holocaust and Genocide, Amistad, Diversity and Inclusion, Climate Change, LGBTQ

Achieve the Core: “Narrative of Frederick Douglass”

Frederick Douglass library guide

Intervention Materials:

NJDOE Amistad Curriculum Resources (Amistad)

Use chromebooks to access online resources such as audiobooks, www.teachertube.com, etc.

Upfront magazine

Assorted non-fiction articles and literary non-fiction pieces

Non-fiction ancillary materials

Teacher desktop computer with projector with internet access

1 chromebook per student with internet access

Class set My Perspectives Textbook with online student access codes

Primary Textbook: *My Perspectives* Textbook Teacher Edition with online access code

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	Supplemental Textbook: The Elements of Literature Notice & Note
Formative Assessments: ➤ Entrance/exit cards ➤ Kahoot ➤ Student journals ➤ Graphic organizers ➤ Facilitation grid ➤ Study guides/synthesize through questioning ➤ Teacher observation ➤ Temperature gauges ➤ Class discussion ➤ 6 + 1 holistic grading rubric ➤ Conferencing ➤ NJSLA Rubric ➤ Peer Evaluation ➤ Do Now's ➤ Daily Do Now Log ➤ Facilitation Grids ➤ 6 + 1 Holistic Grading Rubrics ➤ Quizzes ➤ Temperature Gauges ➤ Exit Slips/Tickets ➤ Individual Conferences ➤ Graphic Organizers ➤ Self-Assessment ➤ My Perspectives Rubric ➤ Common Assessments ➤ Writing Portfolio reflection and revisions ➤ Use some form of writing daily and express understanding of the following: argument, open-ended writing and poetry, and journaling Summative Assessments: ➤ End of Unit Assessment ➤ Projects/Collaborative Assessments ➤ Literature Circles/Socratic Circles ➤ Final Exam ➤ Student Persuasive Presentations ➤ Literary Analysis Essay(s) ➤ Research Paper ➤ SGO Pre, Post, and Progress Monitoring Assessment ➤ Compare/contrast using film clips	

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- *MyPerspectives* Unit Assessment- Argument Essay
- Student presentations
- Creative writing assignments
- Pre-assessment

Benchmark Assessments:

- LinkIt! Benchmark A
- Common Writing Task 1

Alternative Assessments:

- Independent Novel Study
- Student choice/option assessment
- Student TED Talk
- Unit Project

Performance Tasks:

- Extended Writing Project: Narrative
- *Write an argument about the Founder's decision to declare independence*
- *Argumentative Essay: Which statement do you find most compelling for Americans today: the Preamble to the Constitution or the first sentence of paragraph three of the Declaration of Independence?*
- NJDOE Amistad Curriculum Resources

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Supplemental Resources:

LGBTQ and Individuals with Disabilities Resources

New Jersey Legislation C.18A:35-4.35

LGBTQ and Individuals with Disabilities resources and critical thinking exercises to incorporate where appropriate.

- Address and discuss whose voice is missing from texts/documents/visual/media representations and materials used in class.
- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Explore the impact that race, religion, gender, sexual identity, and disability, have on an individual's rights.
- Investigate the roles and responsibilities of citizenship, including creating positive social change.

Amistad

New Jersey State Bar Foundation:

Social and Emotional Learning New Jersey SEL (implemented as appropriate)

Competencies and Sub-Competencies Social and emotional learning (SEL) involves the process through which children and adults acquire and apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The purpose of the SEL competencies is to provide schools with guidelines for integrating SEL across grades and subject areas.

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths and limitations

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate awareness of the differences among individuals, groups and others' cultural backgrounds
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

NJDOE Website on Social and Emotional Learning

NJDOE General ELA Resources

Reading

- 9th and 10th Grade Close Reading Units
- Developing Core Proficiencies from Engage New York
- Analyzing Famous Speeches as Arguments
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- Planning to Assess. How to Align Your Instruction

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Close Reading of Literary Texts
- UDL Resources

Writing & Language

- Developing Persuasive Arguments Through Ethical Inquiry. Two Prewriting Strategies
- Spend a Day in My Shoes. Exploring the Role of Perspective in Narrative
- PARCC Scoring Rubric for Prose Constructed Response Items
- Purdue Online Writing Lab
- Vocabulary Graphic Organizer
- ELA Grade 10 Language Conventions
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Speaking & Listening

- ELA Grade 10 Speaking & Listening
- Conver-Stations. A Discussion Strategy
- Using Debate to Develop Thinking and Speaking
- Analyzing Famous Speeches as Arguments
- For Argument's Sake. Playing "Devil's Advocate" with Non Fiction Texts
- The Pros and Cons of Discussion
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Critical Thinking

- Assessing Cultural Relevance. Exploring Personal Connections to a Text
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- How to Encourage Higher Order Thinking
- Bloom's Taxonomy & Depth of Knowledge

Teacher Notes:

Additional Resources:

- Notice and Note Signposts
- Commonlit.org
- Readworks.org
- Newsela.com
- Noredink.com
- Actively Learn
- Membean
- Google Classroom

Ocean Academy Charter High School
Curriculum Guide
Grade 10

1. The primary textbook is *MyPerspectives*.
2. In-text vocabulary should be incorporated into every unit. Word journals and various other activities should be utilized by the instructor to teach vocabulary.
3. Teachers may want to use excerpts from film representation to strengthen understanding of historical times and will make connections to contemporary time periods and recessions.
4. In this unit, a research assignment may be assigned and completed according to the individual teachers' scope and sequence of course curriculum. **The research paper is a requirement in grades 9 - 12.**

[Social & Emotional Competencies \(included as appropriate\)](#)

OCEAN ACADEMY CHARTER HIGH SCHOOL

Unit 2 Overview

Content Area: English Language Arts

Unit Title: *The Individual and Society: Fitting In or Standing Out*

Duration: 15 Days

Target Course/Grade Level: 10th Grade

Introduction:

Individualism can be seen in many forms—whether it's the unique character of a nation or the traits that make each person stand apart from others. Throughout history, writers have delved into the concept of individualism, especially within the context of American society. In this unit, students will have the opportunity to explore a variety of viewpoints on individualism, examining both historical and contemporary perspectives. By studying these different interpretations, students will gain a deeper understanding of how individualism has shaped and continues to shape American culture, values, and identity.

Unit Focus/Content Statements:

In this unit, students will engage in a variety of activities designed to deepen their understanding of the individual's role in American society. Through whole-class discussions and interactive lessons, they will explore different historical perspectives on individualism and how these ideas have evolved over time.

Students will examine essays and poetry by Walt Whitman, whose work celebrates the uniqueness and power of the individual, and analyze the way he portrays the American spirit. They will also explore the poetry of Emily Dickinson, whose works reflect a more introspective, personal view of individuality and self-expression. In addition to reading and analyzing Dickinson's poems, students will actively listen to a radio broadcast about her life, offering insight into her personality, struggles, and the impact of her work on American literature.

As a culmination of their studies, students will write a personal narrative. This narrative will focus on a significant moment in their own lives that helped them understand the importance of

Ocean Academy Charter High School
Curriculum Guide
Grade 10

their individuality. Through this writing, students will not only reflect on their own experiences but also demonstrate how the theme of individualism has personal relevance to their own lives.

By the end of the unit, students will have a comprehensive understanding of individualism from multiple perspectives—historical, literary, and personal—and will have the opportunity to express their own unique identity through their writing.

Disciplinary Concepts for the Unit:

Career Readiness, Life Literacies and Key Skills

Computer Science and Design-Interaction of Technology and Humans

NJSLS Social Studies

Primary interdisciplinary connections:

Social Studies, Career Readiness, Life Literacies and Key Skills, Computer Design.

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st century themes:

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Ocean Academy Charter High School
Curriculum Guide
Grade 10

New Jersey Student Learning Standards-ELA
 Grade 9 - 10 2023 ELA Standards and Practices

FOCUS STANDARDS

READING DOMAIN

(CR) Close Reading of Text: By the end of grade 12, 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

RL.CR.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

(TS) Text Structure: By the end of grade 12, 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

RL.TS.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

(CT) Comparison of Texts: By the end of grade 12, 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.

RL.CT.9-10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts

Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion/Climate Change

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

Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion/Climate Change

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Writing Domain	
(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.IW.9-10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W.NW.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
(WR) Writing Research: By the end of grade 12, conduct short as well as	W.WR.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a

Ocean Academy Charter High School
Curriculum Guide
Grade 10

more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation	self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism	W.SE.9-10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
(RW) Range of Writing: By the end of grade 12, 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	W.RW.9-10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking. A. Use parallel structure. 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. C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. D. Use a colon to introduce a list or quotation. E. Recognize spelling conventions.
KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to	L.KL.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for

Ocean Academy Charter High School
Curriculum Guide
Grade 10

comprehend more fully when reading or listening	reading, writing, speaking, and listening at the college and career readiness level. B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.	L.VI.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	B. Analyze nuances in the meaning of words with similar denotations. C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
New Jersey Student Learning Standards: Interdisciplinary Connections	
2020 NJSLS Social Studies Core Ideas	Performance Expectations (Identified with Standard Number and statement)
6.1.12. CivicsDP.3.c:	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion/Climate Change
6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion/Climate Change	
6.1.12.CivicsHR.8.a:	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion/Climate Change
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation Career Readiness, Life Literacies, and Key Skills Practices Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.	

Ocean Academy Charter High School
Curriculum Guide
Grade 10

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Critical Thinking and Problem Solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
Information and Media Literacy	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
Technology Literacy	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impacts of Computing	8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interaction of Technology and Humans	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

New Jersey Student Learning Standards: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Accurate information may help in making valuable and ethical choices.	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
In order for members of our society to participate productively, information needs to be shared accurately and ethically.	9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately. 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.

Knowledge and Skills

Unit Learning Targets / Objectives:

Students will be able to:

- Analyze a range of texts to gain insight into the concept of individualism.
- Develop and apply academic and conceptual vocabulary in reading and writing.
- Write a personal narrative that conveys a clear point of view using varied narrative techniques.
- Conduct research projects of varying lengths to investigate a topic and deepen understanding.
- Make intentional style choices regarding word choice (diction) and sentence variety.
- Accurately use concrete, abstract, and compound nouns in written and spoken communication.
- Collaborate effectively with peers to build on ideas, reach consensus, and communicate clearly.
- Incorporate text, visuals, and audio elements to enhance presentations.

Unit Enduring Understandings

Students will understand that:

- Individualism is a defining characteristic of American culture and identity.

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Authors use different forms of nonfiction—narratives, arguments, and informational texts—to express personal and societal ideas.
 - Writing nonfiction narratives involves purposefully structuring personal experiences, reflecting, and organizing ideas for varied audiences.
 - Effective writing relies on thoughtful language choices, including appropriate noun use and stylistic variety.
 - Collaboration and communication enhance learning and enable students to clearly share their ideas.
 - Integrating multimedia elements strengthens the delivery and impact of a message.
-

Unit Essential Questions

- What role does individualism play in American society?
 - How has my personal experience shaped my understanding of individualism? Do I embrace it, question it, or both?
 - What are the challenges and benefits of standing out as an individual?
 - What defining moment revealed to me that I am a unique individual?
 - How has individualism historically been denied or suppressed among certain groups?
-

Research and Media Skills

- Develop and refine a thesis that aligns with task and audience.
- Identify and explain main ideas and supporting details in a text.
- Accurately summarize key information and ideas.
- Compare how different texts approach similar topics or themes using varying styles and perspectives.
- Present findings with clarity and support them with relevant evidence.

- Properly cite sources and integrate others' ideas into original work while avoiding plagiarism.
-

Reading Literature Skills

- Interpret both literal and inferred meanings in texts.
 - Make personal, textual, and global connections.
 - Draw logical conclusions based on textual evidence and prior knowledge.
 - Analyze how characters develop as dynamic or static.
 - Identify conflicting motivations and their impact on plot.
 - Evaluate how character relationships influence events and narrative structure.
-

Reading Informational Text Skills

- Identify and track a sequence of connected ideas or events.
 - Analyze how an author organizes and develops content to achieve a purpose.
 - Understand and interpret viewpoints and cultural experiences beyond a U.S. context.
 - Examine how texts reflect diverse perspectives and cultural contexts.
-

Writing Skills

- Plan writing that aligns with purpose, audience, and task, incorporating research and reflection.
- Write routinely across varied time frames and purposes.
- Integrate short-term research into extended writing projects.
- Manage a long-term research process, including drafting and revision.

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Speaking and Listening Skills

- Engage thoughtfully in one-on-one, group, and teacher-led discussions.
- Communicate ideas clearly and persuasively.
- Advance discussion through meaningful questions and responses.
- Evaluate and build upon peers' contributions during conversations.

Language Skills

- Understand how language functions differently across contexts.
- Make purposeful choices in diction and syntax to shape meaning and tone.
- Deepen comprehension through careful listening, speaking, and reading.
- Use appropriate style guides for writing, editing, and citation.

Instructional Plan

Suggested Activities	Resources/Texts
Performance-Based Assessment (Personal Narrative): <i>What significant incident helped me realize that I am a unique individual?</i> Word networks for vocabulary Tiered Vocabulary - Tier 2 and Tier 3 words Summaries QuickWrites Evidence Logs Concept vocabulary Comprehension Checks Close Read the Texts Analyze the Texts Analyze Craft and Structure Conventions and Style Narrative account Oral interpretation	Instructional Materials: <i>MyPerspectives Textbook</i> Ralph Waldo Emerson ("Nature," "Self-Reliance") Henry David Thoreau ("Walden," "Civil Disobedience") "Media: Innovators and Their Inventions" "The Love Song of J. Alfred Prufrock" by T.S. Eliot "A Wagner Matinee" by Willa Cather "Up from Slavery" - Booker T. Washington (Amistad) "Young Goodman Brown" - Nathaniel Hawthorne Required Trade Books: N/A

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Compare-and-contrast Essay

- CommonLit or Actively Learn articles on the topic of individuality and nonconformity (nonfiction pieces) with a focus on climate change, historical injustices, and those who have overcome oppression. Here are a few examples:
 - CommonLit: Will We 'Fix' The Weather? Yes. Should We Fix The Weather? **Climate Change**
 - CommonLit: "Harvey Milk Lives" **LGBTQ**
 - CommonLit: "Introduction to the Holocaust" **Holocaust and Genocide**
 - CommonLit: "Surviving" **Asian Americans and Pacific Islanders (AAPI)**
 - **Holocaust and Genocide, Amistad, Diversity and Inclusion, Climate Change, LGBTQ**

Supplemental Materials:

The Complete Works of Emily Dickinson

Walden by Henry David Thoreau

Optional Book Clubs & Paired Readings: :

CommonLit

Various Leveled Texts: Emily Dickinson

Emily Dickinson Museum

CommonLit Paired Readings

Booker T. Washington vs. W.E.B DuBois (Amistad)

A Child of Slavery Who Taught a Generation (Amistad)

The Narrative of the Life of Frederick Douglass (Amistad)

Olaudah-Equiano Recalls the Middle Passage (Diversity and Inclusion)

Intervention Materials:

Literary nonfiction Companion Pieces
Multimedia enhancements including related film and audio

Use chromebooks to access online resources such as audiobooks, www.teachertube.com, etc.

Assorted non-fiction articles and literary

Poetry Foundation

History.com

Tuskegee University
Booker T. Washington

Poets.org
Ralph Waldo Emerson

Ocean Academy Charter High School
Curriculum Guide
Grade 10

The Walden Woods Project
Henry David Thoreau

Formative Assessments:

- Entrance/exit cards
- Kahoot
- Student journals
- Graphic organizers
- Facilitation grid
- Study guides/synthesize through questioning
- Teacher observation
- Temperature gauges
- Class discussion
- 6 + 1 holistic grading rubric
- Conferencing
- NJSLA Rubric
- Peer Evaluation
- Do Now's
- Writing Portfolio reflection and revisions
- Use some form of writing daily and express understanding of the following: persuasive, open-ended writing and poetry, and journaling
- Mental Models - students picture a scene from the reading in their mind and jot down what they see, taste, feel, smell, or hear.

Summative Assessments

- End of Unit Assessment
- Projects/Collaborative Assessments
- Literature Circles/Socratic Circles
- Final Exam
- Student Presentations
- Literary Analysis Essay(s)
- Research Paper
- Personal Narrative
- SGO Pre, Post, and Progress Monitoring Assessment
- Compare/contrast using film clips

Benchmark Assessments:

- LinkIt! Benchmark A
- Common Writing Task 1

Alternative Assessments:

- Independent Novel Study
- Student choice/option assessment
- Student TED Talk
- Transcendental journal

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Film study: *Dead Poets Society* with close-reading of soliloquy from *A Midsummer Night's Dream*
- Poetry Cafe

Performance Tasks:

- Writing to Sources : Personal Narrative pp. 270 - 271 *MyPerspectives*
- Speaking and Listening: Storytelling p. 272 *My Perspectives*

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping

**Ocean Academy Charter High School
Curriculum Guide
Grade 10**

- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Supplemental Resources:

LGBTQ and Individuals with Disabilities Resource

New Jersey Legislation C.18A:35-4.35

LGBTQ and Individuals with Disabilities resources and critical thinking exercises to incorporate where appropriate.

- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Investigate the roles and responsibilities of citizenship, including creating positive social change.

General ELA Resources

Reading

- 9th and 10th Grade Close Reading Units
- Developing Core Proficiencies from Engage New York
- Analyzing Famous Speeches as Arguments
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- Planning to Assess. How to Align Your Instruction
- Close Reading of Literary Texts
- UDL Resources

Writing & Language

- Developing Persuasive Arguments Through Ethical Inquiry. Two Prewriting Strategies
- Spend a Day in My Shoes. Exploring the Role of Perspective in Narrative
- PARCC Scoring Rubric for Prose Constructed Response Items
- Purdue Online Writing Lab
- Vocabulary Graphic Organizer
- ELA Grade 10 Language Conventions
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Speaking & Listening

- ELA Grade 10 Speaking & Listening
- Conver-Stations. A Discussion Strategy
- Using Debate to Develop Thinking and Speaking
- Analyzing Famous Speeches as Arguments
- For Argument's Sake. Playing "Devil's Advocate" with Non Fiction Texts
- The Pros and Cons of Discussion
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Critical Thinking

- Assessing Cultural Relevance. Exploring Personal Connections to a Text
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- How to Encourage Higher Order Thinking
- Bloom's Taxonomy & Depth of Knowledge

Teacher Notes:

Additional Resources:

- ActivelyLearn
- EdPuzzle
- NoRedInk
- Membean
- Google Classroom
- Screencastify
- Zoom
- Google Meet
- NearPod
- *MyPerspectives* Grade 10 textbook is the primary text.
- In-text vocabulary is to be incorporated into every unit. Word journals and various other activities should be utilized by the instructor to teach vocabulary. Tiered vocabulary with a focus on Tier 2 and Tier 3 vocabulary.
- Teachers may want to use film representation to strengthen understanding of historical times and will make connections to contemporary time periods and recessions.
- In this unit, a research assignment may be assigned and completed according to the individual teachers' scope and sequence of course curriculum. **The research paper is a requirement in grades 9 - 12.**

Ocean Academy Charter High School
Curriculum Guide
Grade 10

OCEAN ACADEMY CHARTER HIGH SCHOOL Unit 3 Overview	
Content Area: English Language Arts	
Unit Title: Power Protest and Change: A Spirit of Reform	Duration: 15 Days
Target Course/Grade Level: 10th Grade	
Introduction: People have fought for freedom, justice, and equal rights in various ways throughout history, whether it's through the right to vote or the ability to make their own life choices. The Civil War era, a time of monumental change, marks one of the most significant periods of this struggle in American history. This unit is designed to help you explore different perspectives on this important chapter, as well as other times when marginalized communities have had to fight for equality and rights. Through these explorations, you'll gain a deeper understanding of how the fight for justice has shaped America's past and continues to influence its future. Unit Focus/Content Statements: In this unit, students will dive into a range of impactful texts and historical events to explore the concept of freedom and justice in America and beyond. They will begin by conducting close readings of <i>What to the Slave Is the Fourth of July?</i> by Frederick Douglass, in which Douglass powerfully critiques the hypocrisy of celebrating freedom in a nation that enslaves people. They will also analyze Abraham Lincoln's <i>Second Inaugural Address</i>, a pivotal speech that calls for healing and unity during the Civil War, and <i>Perspectives on Lincoln</i>, offering a variety of viewpoints on his leadership. Additionally, students will study how Lincoln has been portrayed in the media, considering the ways in which public perception has shaped his legacy. Throughout the unit, students will compare and contrast different struggles for freedom across time and place. They will examine the Holocaust, Genocide, the Amistad case, and the Civil Rights Movement, focusing on the resilience and determination of marginalized groups fighting for their rights. These case studies will provide a broad historical context for understanding the ongoing battle for justice and equality. Students will also read and analyze <i>To Kill a Mockingbird</i>, a novel that explores themes of racial injustice in the American South during the Great Depression. Through this, students will connect literature to the real-world struggles for equality, deepening their understanding of how societal systems perpetuate injustice. A key component of the unit will be the development of students' writing skills, particularly in informative writing. Students will examine sample essays to identify key elements of strong, effective writing. They will then apply these techniques to create their own informative essays, synthesizing their learnings about freedom, justice, and equality into a clear, well-supported argument. Through this process, students will not only engage critically with history and literature but also refine their ability to communicate complex ideas in a structured, insightful way.	

Ocean Academy Charter High School
Curriculum Guide
Grade 10

By the end of the unit, students will have gained a deeper understanding of historical struggles for justice and freedom, while also developing their skills in reading, analysis, and writing.

Disciplinary Concepts for the Unit.

Career Readiness, Life Literacies and Key Skills

Computer Science and Design-Interaction of Technology and Humans

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction

Ocean Academy Charter High School
Curriculum Guide
Grade 10

on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

NJSLs Social Studies

21st century themes:

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."

New Jersey Student Learning Standards-ELA

Grade 9 - 10 2023 ELA Standards and Practices

Focus Standards

Reading Literature

(CR) Close Reading of Text: By the end of grade 12, read closely to

RL.CR.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support

Ocean Academy Charter High School
Curriculum Guide
Grade 10

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.	analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain. RI.CR.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. RI.IT.9-10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. Diversity and Inclusion / Amistad/ Genocide/Climate Change/LGBTQ
(TS) Text Structure: By the end of grade 12, 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.	RL.TS.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). RI.TS.9-10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	RL.PP. 9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. RL.PP. 9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
(CT) Comparison of Texts: By the end of grade 12, 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.	(CT) Comparison of Texts: By the end of grade 12, 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. RI.CT.9-10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. Diversity and Inclusion / Amistad/ Genocide/Climate Change/LGBTQ
Writing Domain	
(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	W.WR.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
(RW) Range of Writing: By the end of grade 12, 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.	W.RW.9-10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking. F. Use parallel structure. G. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional,

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. H. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. I. Use a colon to introduce a list or quotation. J. Recognize spelling conventions.
KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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	L.KL.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). D. Consult general and specialized reference materials (e.g., dictionaries, glossaries,

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.	L.VI.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
New Jersey Student Learning Standards: Interdisciplinary Connections	
2020 NJSL Social Studies Core Ideas	Performance Expectations (Identified with Standard Number and statement)
6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities	
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion/Climate Change
Complex interacting factors influence people's perspective.	6.1.12. HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion/Climate Change

Ocean Academy Charter High School
Curriculum Guide
Grade 10

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	
Governments around the world support universal human rights to varying degrees.	6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion/Climate Change
	6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. Amistad/Holocaust and Genocide/LGBTQ/Diversity and Inclusion/Climate Change
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Career Readiness, Life Literacies, and Key Skills Practices	9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Critical Thinking and Problem Solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Information and Media Literacy	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.
Technology Literacy	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impacts of Computing	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
Interaction of Technology and Humans	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
Ethics and Culture	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

New Jersey Student Learning Standards: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Accurate information may help in making valuable and ethical choices.	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
In order for members of our society to participate productively, information needs to be shared accurately and ethically.	9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately. 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.

Additional Resources:

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Notice and Note Signposts
- Commonlit.org
- Readworks.org
- Newsela.com
- Noredink.com

MyPerspectives Grade 10 textbook is the primary resource.

- In-text vocabulary will be incorporated into every unit. Word journals and various other activities should be utilized by the instructor to teach vocabulary.
- Teachers may want to use film representation to strengthen understanding of historical times and will make connections to contemporary time periods and recessions.
- In this unit, a research assignment may be assigned and completed according to the individual teachers' scope and sequence of course curriculum. **The research paper is a requirement in grades 9 - 12.**

Knowledge and Skills

Unit Learning Targets / Objectives:

Students will be able to:

- Read and analyze a variety of literary and informational texts to explore the theme of the struggle for freedom. *(RL.8, RI.8)*
- Expand their understanding and use of academic and conceptual vocabulary. *(RI.4)*
- Write a structured and well-supported informative essay that integrates textual evidence and original research. *(W.2)*
- Conduct research projects of varying lengths to investigate topics and clarify ideas. *(W.7)*
- Use diverse and appropriate sentence structures to create cohesion and clarify relationships. *(L.1)*
- Collaborate effectively with peers to build on ideas, reach consensus, and communicate clearly. *(SL.1)*
- Incorporate text, visuals, and audio components to enhance presentations. *(SL.5)*

Reading Literature Skills

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Students will learn to:

- Analyze both literal and inferred meanings within texts.
 - Make personal, intertextual, and global connections when appropriate.
 - Draw conclusions and make judgments based on textual evidence and prior knowledge.
 - Identify how characters develop as dynamic or static.
 - Recognize conflicting character motivations and analyze their impact on plot.
 - Evaluate the influence of character relationships and events on plot progression.
 - Identify and compare themes across multiple texts.
-

Reading Informational Text Skills

Students will learn to:

- Identify connected ideas or sequences of events in a text.
 - Analyze how authors structure and develop ideas to achieve a specific purpose.
 - Recognize and interpret perspectives or cultural experiences outside the U.S.
 - Evaluate how different viewpoints and cultural backgrounds shape a text's message.
-

Writing Skills

Students will be able to:

- Develop writing plans that align with the task, purpose, and audience, incorporating research, reflection, and revision.
- Write routinely over both extended and shorter time frames for a range of purposes and audiences.
- Synthesize short-term research into long-term projects.

- Manage multi-step writing and research processes with revision and refinement.
-

Speaking and Listening Skills

Students will be able to:

- Engage productively in individual, group, and teacher-led discussions.
 - Clearly articulate and defend their ideas during discussion.
 - Advance conversations through thoughtful questioning and connection to broader themes.
 - Evaluate and respond to peer feedback respectfully and reflectively.
-

Language Skills

Students will be able to:

- Understand and apply how language operates in varied contexts.
 - Make intentional language choices to shape meaning, style, and tone.
 - Improve comprehension through active use of listening, speaking, and reading strategies.
 - Use a style manual that adheres to discipline-specific standards for writing and editing.
-

Research and Media Skills

Students will be able to:

- Formulate and refine a focused topic or thesis appropriate to the task and audience.
- Develop a clear claim, distinguishing it from opposing viewpoints.
- Gather and evaluate information to support arguments or explanations.

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Efficiently extract key details from print and digital sources using structure and search strategies.
- Verify the credibility, origin, and accuracy of both print and online materials.
- Analyze the logic and effectiveness of arguments, ensuring evidence is relevant and sufficient.
- Identify and summarize main ideas, themes, and supporting details.
- Integrate data, visuals, and text to enhance comprehension.
- Synthesize information from multiple credible sources, including visual and quantitative data.
- Compare how different texts approach similar themes from various perspectives and styles.
- Address and evaluate counterarguments when developing and refining claims.
- Support arguments with logical reasoning and well-chosen evidence.
- Present complex ideas clearly through purposeful structure and organization.
- Demonstrate comprehension by accurately reporting facts and anticipating audience misunderstandings.
- Deliver findings and arguments concisely and effectively.
- Support claims with detailed examples, evidence, and explanations.
- Properly cite and integrate the ideas and findings of others, avoiding plagiarism.

Unit Enduring Understandings:

Students will understand:

Reading Goals

- How to analyze and evaluate a variety of informational texts.
- How to interpret speeches, public documents, fiction, articles, and poetry to understand how authors convey meaning and express ideas.

Writing and Research Goals

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- The components of effective explanatory writing.
- How to plan, draft, and refine their own informative essays.
- How to clarify and expand their understanding of topics through structured research.

Language Goals

- How writers use phrases and clauses to shape meaning and enhance sentence structure.
- How to apply this knowledge in their own writing to improve clarity and style.

Speaking and Listening Goals

- How to engage in collaborative discussions by building on peers' ideas, reaching consensus, and communicating effectively.
- How to enhance presentations by integrating visual, audio, and textual elements.

Unit Essential Questions:

- How does the struggle for freedom evolve throughout history?
- To what extent have the goals envisioned by Frederick Douglass and Abraham Lincoln been realized in the nation's development?
- What drives individuals to demand or initiate change?
- How do various historical events—such as the *Amistad* uprising, the Holocaust, other acts of genocide, and the Civil Rights Movement—compare in their representations of the fight for freedom?
- In what ways do people cultivate compassion and understanding? How can we assess these qualities in others?
- How does society shape our identity and influence the decisions we make?
- What decisions do individuals make in the face of injustice, and how can collective action correct societal wrongs?

Instructional Plan

Suggested Activities

Resources/Texts

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Search online for stories related to protests, and invite students to recommend school appropriate stories related to protests, and invite students to share stories they find. Always preview content before sharing it with your class.
- Compare the Amistad, Holocaust and Civil Rights Movement. Find the similarities and differences.
- Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- CommonLit or Actively Learn articles on the topic of the struggle for freedom (nonfiction pieces) with a focus on climate change, historical injustices, and those who have overcome oppression. Here are a few examples:
 - CommonLit: "Introduction to the Holocaust" **Holocaust and Genocide**
 - CommonLit: "Harvey Milk Lives" **LGBTQ**
 - CommonLit: Will We 'Fix' The Weather? Yes. Should We Fix The Weather? **Climate Change**
 - CommonLit: "Surviving" **Asian Americans and Pacific Islanders (AAPI)**
 - **Holocaust and Genocide, Amistad, Diversity and Inclusion, Climate Change, LGBTQ**

Word networks for vocabulary
Summaries
QuickWrites
Evidence Logs
Concept Maps - vocabulary
Tiered Vocabulary Word Sort
Comprehension Checks

Instructional Materials:

find in My Perspectives (Textbook page T42/273):

- HISTORICAL PERSPECTIVES Focus Period: 1850-1890 Civil War and Social Change
- Anchor Text (Speech): from What to the Slave Is the Fourth of July? By Frederick Douglass (**Amistad**)
- Anchor Text (Speech): Second Inaugural Address by Abraham Lincoln
- Anchor Text (novel): *To Kill A Mockingbird* by Harper Lee (**Diversity and Inclusion**)
- Media (Image Gallery): Perspectives on Lincoln

Supplemental Materials:

find in My Perspectives (Textbook page T43/274):

- Speech: Ain't I a Woman? by Sojourner Truth (**Amistad**)
- Public Document: Declaration of Sentiments by Elizabeth Cady Stanton
- Media (Podcast): Giving Women the Vote by Sandra Sleight-Brennan
- Short Story: The Story of an Hour by Kate Chopin
- Legal Opinion: Brown v. Board of Education: Opinion of the Court by Earl Warren
- Magazine Article: Was Brown v. Board a Failure? By Sarah Garland
- "I Have A Dream" by Dr. Martin Luther King Junior
- *I Am Malala* by Malala Yousafzai (**Diversity and Inclusion**)
- *Black Like Me* by Howard Griffin

Required Tradebook:

To Kill a Mockingbird by Harper Lee

Optional Tradebook:

The Other Wes Moore by Wes Moore
Just Mercy - YA Version by Bryan Stevenson (**Diversity and Inclusion**)
Dear Martin by Nic Stone (**Diversity and**

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Close Read the Texts Analyze the Texts Analyze Craft and Structure Conventions and Style	Inclusion) <i>All American Boys</i> by Jason Reynolds and Brendan Kiley (Diversity and Inclusion) Intervention Materials: Literary nonfiction Companion Pieces Multimedia enhancements including related film and audio Use chromebooks to access online resources such as audiobooks, www.teachertube.com, etc. Non-fiction ancillary materials CommonLit NCTE: America’s Favorite Novel To Kill a Mockingbird in the Classroom: Walking in Someone Else’s Shoes: News Story: “Top 10 American Protest Movements” (Time Magazine) Civil Rights Movement Amistad Holocaust Leveled Texts - Holocaust- CommonLit
➤ Search online for stories related to protests, and invite students to recommend school appropriate stories related to protests, and invite students to share stories they find. Always preview content before sharing it with your class. ➤ Compare the Amistad, Holocaust and Civil Rights Movement. Find the similarities and differences. ➤ Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. ➤ CommonLit or Actively Learn articles on the topic of the struggle for freedom (nonfiction pieces) with a focus on climate change, historical injustices, and those who have overcome oppression. Here are a few examples:	Instructional Materials: <i>find in My Perspectives</i> (Textbook page T42/273): ➤ HISTORICAL PERSPECTIVES Focus Period: 1850-1890 Civil War and Social Change ➤ Anchor Text (Speech): from <i>What to the Slave Is the Fourth of July?</i> By Frederick Douglass (Amistad) ➤ Anchor Text (Speech): Second Inaugural Address by Abraham Lincoln ➤ Anchor Text (novel): <i>To Kill A Mockingbird</i> by Harper Lee (Diversity and Inclusion) ➤ Media (Image Gallery): Perspectives on Lincoln Supplemental Materials: <i>find in My Perspectives</i> (Textbook page T43/274): ➤ Speech: <i>Ain’t I a Woman?</i> by Sojourner Truth (Amistad)

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- CommonLit: “Introduction to the Holocaust” **Holocaust and Genocide**
- CommonLit: “Harvey Milk Lives” **LGBTQ**
- CommonLit: Will We 'Fix' The Weather? Yes. Should We Fix The Weather? **Climate Change**
- CommonLit: “Surviving” **Asian Americans and Pacific Islanders (AAPI)**
- **Holocaust and Genocide, Amistad, Diversity and Inclusion, Climate Change, LGBTQ**

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- Magazine Article: Was Brown v. Board a Failure? By Sarah Garland
- “I Have A Dream” by Dr. Martin Luther King Junior
- **I Am Malala by Malala Yousafzai (Diversity and Inclusion)**
- *Black Like Me* by Howard Griffin

Required Tradebook:

To Kill a Mockingbird by Harper Lee

Optional Tradebook:

The Other Wes Moore by Wes Moore

***Just Mercy - YA Version* by Bryan Stevenson (Diversity and Inclusion)**

***Dear Martin* by Nic Stone (Diversity and Inclusion)**

***All American Boys* by Jason Reynolds and Brendan Kiley (Diversity and Inclusion)**

Intervention Materials:

Literary nonfiction Companion Pieces
Multimedia enhancements including related film and audio

Use chromebooks to access online resources such as audiobooks, www.teachertube.com, etc.

Non-fiction ancillary materials

CommonLit

NCTE: America’s Favorite Novel

To Kill a Mockingbird in the Classroom: Walking in Someone Else’s Shoes:

News Story: “Top 10 American Protest Movements” (Time Magazine)

Civil Rights Movement

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	Amistad Holocaust Leveled Texts - Holocaust- CommonLit
Formative Assessments: ➤ Teacher observation ➤ Class discussion ➤ Facilitation grids ➤ Student/Teacher Conferencing ➤ Graphic organizers ➤ Study guides/synthesize through questioning ➤ 6+1 holistic grading rubric •Peer Evaluation ➤ NJSLA rubrics ➤ Writing Portfolio reflection and revision ➤ Do Now's Summative Assessments ➤ Excerpt analysis ➤ Compare/contrast using film clips ➤ Read authentic text and summarize using in-text citations ➤ Create plot diagrams ➤ Take quizzes ➤ SGO Pre, Post, and Progress Monitoring Assessments ➤ Incorporate vocabulary in all aspects of writing ➤ Participate in Literature Circles ➤ Speculate on the motives and purposes for the writing through author's chair ➤ Use some form of writing daily, and express understanding of the following: expository, argumentative, open-ended writing and poetry Benchmark Assessments: ➤ LinkIt! Benchmark B ➤ Common Writing Task 2 Alternative Assessments: ➤ Student choice/option assessment ➤ Student TED Talk ➤ Unit Project	
Differentiation & Inclusive Support Strategies:	
Multilingual Learners:	

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Supplemental Resources:

LGBTQ and Individuals with Disabilities Resources

New Jersey Legislation C.18A:35-4.35

LGBTQ+ and Individuals with Disabilities resources and critical thinking exercises to incorporate where appropriate.

- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Investigate the roles and responsibilities of citizenship, including creating positive social change.

Amistad

General ELA Resources

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Reading

- 9th and 10th Grade Close Reading Units
- Developing Core Proficiencies from Engage New York
- Analyzing Famous Speeches as Arguments
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- Planning to Assess. How to Align Your Instruction
- Close Reading of Literary Texts
- UDL Resources

Writing & Language

- Developing Persuasive Arguments Through Ethical Inquiry. Two Prewriting Strategies
- Spend a Day in My Shoes. Exploring the Role of Perspective in Narrative
- PARCC Scoring Rubric for Prose Constructed Response Items
- Purdue Online Writing Lab
- Vocabulary Graphic Organizer
- ELA Grade 10 Language Conventions
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Speaking & Listening

- ELA Grade 10 Speaking & Listening
- Conver-Stations. A Discussion Strategy
- Using Debate to Develop Thinking and Speaking
- Analyzing Famous Speeches as Arguments
- For Argument's Sake. Playing "Devil's Advocate" with Non Fiction Texts
- The Pros and Cons of Discussion
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Critical Thinking

- Assessing Cultural Relevance. Exploring Personal Connections to a Text
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- How to Encourage Higher Order Thinking
- Bloom's Taxonomy & Depth of Knowledge

Ocean Academy Charter High School
Curriculum Guide
Grade 10

OCEAN ACADEMY CHARTER HIGH SCHOOL Unit 4 Overview	
Content Area: English Language Arts	
Unit Title: Grit and Grandeur: The Importance of Place/Grade 10	Duration: 15 Days
Target Course/Grade Level: 10th Grade	
Introduction: The physical setting of a story, whether it's a bustling city or a vast, untamed frontier, can be just as important as the characters or plot in shaping a narrative. Throughout history, many writers have explored how a sense of place influences not only literature but also the lives of individuals. In this unit, you will examine different perspectives on the concept of "place," considering how various settings can shape characters, events, and themes in stories. By studying these perspectives, you will gain a deeper understanding of how place impacts both literature and the people who experience it. Unit Focus/Content Statements: In this unit, students will read and analyze works by Mark Twain and Sarah Orne Jewett, focusing on how each author uses setting to bring their stories to life. Through these readings, students will explore the question: <i>What makes certain places live in our memory?</i> They will then use their insights to write an explanatory essay, offering their interpretation of this question. Additionally, students will prepare and deliver an oral presentation, further exploring how places, both real and imagined, leave a lasting impact on individuals. Through this process, students will deepen their understanding of the power of setting in literature and its connection to memory and identity.	
Disciplinary Concepts for the Unit. Career Readiness, Life Literacies and Key Skills Computer Science and Design-Interaction of Technology and Humans NJSLS Social Studies Standard 9.1 Personal Financial Literacy This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. Standard 9.2 Career Awareness, Exploration, Preparation and Training	

Ocean Academy Charter High School
Curriculum Guide
Grade 10

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless

Ocean Academy Charter High School
Curriculum Guide
Grade 10

of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

Primary interdisciplinary connections:

Social Studies, Life Literacies and Key Skills, Computer Design

21st century themes:

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

New Jersey Student Learning Standards-ELA

☰ **Grade 9 - 10 2023 ELA Standards and Practices**

Focus Standards

Reading Literature

(CR) Close Reading of Text: By the end of grade 12, 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.

RL.CR.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.

RI.CR.9-10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	emerges and is shaped by specific details; provide an objective summary of the text.
(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. RI.IT.9-10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. Diversity and Inclusion / Amistad/ Genocide/Climate Change/LGBTQ
(TS) Text Structure: By the end of grade 12, 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.	RL.TS.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). RI.TS.9-10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	RL.PP. 9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. RL.PP. 9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
(CT) Comparison of Texts: By the end of grade 12, analyze and	(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address

Ocean Academy Charter High School
Curriculum Guide
Grade 10

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.	similar themes or topics in order to build knowledge or to compare the approaches the authors take. RI.CT.9-10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. Diversity and Inclusion / Amistad/ Genocide/Climate Change/LGBTQ
Writing Domain	
(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. F. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. G. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. H. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. I. 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. J. Provide a concluding paragraph or section that supports the argument presented.

Ocean Academy Charter High School
Curriculum Guide
Grade 10

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	W.WR.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
(RW) Range of Writing: By the end of grade 12, 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.	W.RW.9-10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
Speaking and Listening Domain	
(PE) Participate Effectively: By the end of grade 12, 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.	SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented
(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source
(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.ES.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence
PI) Present Information: By the end of grade 12, 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.	SL.PI.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.UM.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	SL.AS.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and	L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking. K. Use parallel structure. L. Use various types of phrases (noun, verb,

Ocean Academy Charter High School
Curriculum Guide
Grade 10

spelling.	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. M. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. N. Use a colon to introduce a list or quotation. O. Recognize spelling conventions.
KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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	L.KL.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). D. Consult general and specialized reference

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.	L.VI.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper)
New Jersey Student Learning Standards: Interdisciplinary Connections	
2020 NJSLS Social Studies Core Ideas	Performance Expectations (Identified with Standard Number and statement)
6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Diversity and Inclusion / Amistad/ Climate Change/ Genocide/ LGBTQ and Disabilities	
6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions. Diversity and Inclusion / Amistad/ Climate Change/ Genocide/ LGBTQ and Disabilities	

Ocean Academy Charter High School
Curriculum Guide
Grade 10

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation Career Readiness, Life Literacies, and Key Skills Practices Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Critical Thinking and Problem Solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
Financial Psychology	9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.
	9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
Civic Financial Responsibility	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.
Information and Media Literacy	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	resources (e.g., 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations)
Technology Literacy	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impacts of Computing	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interaction of Technology and Humans	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
Ethics and Culture	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

New Jersey Student Learning Standards: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
In order for members of our society to participate productively, information needs to be shared accurately and ethically.	9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately. 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.
Accurate information may help in making valuable and ethical choices.	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

Knowledge and Skills
Unit Learning Targets / Objectives:

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Students will be able to...

- Read a variety of texts to gain the knowledge and insight needed to write about the importance of place.
- Expand their knowledge and use of academic and concept vocabulary.
- Write an explanatory text that develops a topic thoroughly and includes evidence from research.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Make effective style choices, including those regarding sentence variety, figurative language, and diction.
- Correctly use dashes and hyphens.
- Collaborate with a team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text to present information.

Reading Literature

- Analyze the text for inferred and literal meanings
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience
- Identify the details that develop characters as dynamic or complex versus static or flat
- Identify multiple/conflicting character motivations
- Analyze character interactions as they develop plot
- Evaluate simple and complex relationships and/or events on plot development
- Identify theme across texts

Reading Informational Text

- Identify a series of ideas or events that are connected
- Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text
- Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States
- Analyze how a particular point of view or cultural experience is reflected in a text

Writing

- Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision
- Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences
- Synthesize research gathered over shorter time frames into a long-term research project
- Manage a long-term research project that incorporates research, reflection, and revision

Speaking and Listening

- Effectively participate in one-on-one, group, and teacher-led discussions

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Articulate ideas clearly and persuasively in a discussion

- Continue to propel conversations by posing and responding to questions that connect to broader ideas
- Reflect, evaluate and respond to comments made by peers during discussion

Language

- Apply knowledge of language to understand how language functions in different situations
- Apply knowledge of language to make effective choices to shape the meaning and style
- Apply knowledge of language to comprehend more fully when reading, listening, or speaking
- Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work

Research/Media

- Establish and refine a topic or thesis that addresses the specific task and audience.
- Establish a substantive claim, distinguishing it from alternate or opposing claims.
- Gather the information needed to build an argument, provide an explanation or address a research question.
- Extract key information efficiently in print and online using text features and search techniques.
- Ascertain the origin, credibility, and accuracy of print and online sources.
- Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.
- Delineate the main ideas or themes in the text and the details that elaborate and support them.
- Discern the most important ideas, events, or information and summarize them accurately and concisely.
- Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.
- Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.
- Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.
- Link claims and evidence with clear reasons and ensure that the evidence is relevant and sufficient to support the claims.
- Convey complex information clearly and coherently to the audience through purposeful selection and organization of the content.
- Demonstrate understanding of the content by reporting the facts accurately and anticipating reader misconceptions.
- Present information, findings, and supporting evidence, clearly and concisely.

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Support and illustrate arguments and explanations with relevant details, examples, and evidence.
- Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.

Unit Enduring Understandings:

Students will know...

- How to read and evaluate an explanatory essay, as well as poetry, short stories, and a memoir to better understand the ways writers express ideas.
- The elements of writing an explanatory text, as well as how to write their own explanatory text and include organizing and sharing ideas, reflecting on experiences, and gathering evidence.
- How to conduct research.
- How to develop a deeper understanding of effective style choices and how to make choices regarding sentence variety, figurative language, and diction in their own writing.
- How to work together to build on ideas and communicate with one another, as well as how to incorporate audio, visuals, and text in presentations.

Unit Essential Questions

- What is the relationship between literature and place?
- How do American authors use regional details to make the events and themes of a narrative come to life for readers?
- Are the texts all inspired by a childhood sense of place, or are there other sources of inspiration, whether real or symbolic?
- What makes certain places live on in our memory

Instructional Plan

Suggested Activities	Resources/Texts
Essay and Oral Presentation - prompt: what makes certain places live on in our memory? Tiered Vocabulary Word networks for vocabulary Summaries QuickWrites Evidence Logs Concept vocabulary Comprehension Checks Close Read the Texts Analyze the Texts Analyze Craft and Structure Conventions and Style	Instructional Materials: <i>My Perspectives</i> Textbooks Excerpt from "Life on the Mississippi" by Mark Twain "The Notorious Jumping Frog of Calaveras County" by Mark Twain "A White Heron" by Sarah Orne Jewett Supplemental Materials: "A Literature of Place" by Barry Lopez (literary criticism) American Regional Art (fine art gallery)

Ocean Academy Charter High School
Curriculum Guide
Grade 10

CommonLit or Actively Learn articles focused on concept of place (nonfiction pieces) with a focus on climate change, historical injustices, and those who have overcome oppression. Here are a few examples:

- CommonLit: "Introduction to the Holocaust" **Holocaust and Genocide**
- CommonLit: "College Students With Disabilities Are Too Often Excluded" **Diversity and Inclusion**
- CommonLit: "The Black Man's Burden" **Diversity and Inclusion**
- CommonLit: Will We 'Fix' The Weather? Yes. Should We Fix The Weather? **Climate Change**
- CommonLit: "Harvey Milk Lives" **LGBTQ**
- **Holocaust and Genocide, Amistad, Diversity and Inclusion, Climate Change, LGBTQ**

Excerpt from "Dust Tracks on a Road" by Zora Neale Hurston (autobiography) **(Amistad)**

"Chicago" and "Wilderness" by Carl Sandburg (poetry)

"In the Longhouse, Oneida Museum" by Roberta Hill (poetry)

"Cloudy Day" by Jimmy Santiago Baca (poetry)

Introduction from "The Way to Rainy Mountain" by N. Scott Momaday (memoir)

"The Rockpile" by James Baldwin (short story)

"The Wood-Pile" and "Birches" by Robert Frost (poetry)

The Catcher in the Rye by J.D. Salinger

Required Trade Books:

The Catcher in the Rye by J.D. Salinger

Optional Tradebook:

Speak by Laurie Halse Anderson

The Secret Life of Bees by Sue Monk Kidd

The Girl Who Could Silence the Wind by Meg Medina

Patron Saints of Nothing by Randy Ribay

Dear Evan Hansen by Steven Levenson

Intervention Materials:

Literary nonfiction Companion Pieces

Multimedia enhancements including related film and audio

Use chromebooks to access online resources such as audiobooks, www.teachertube.com, etc.

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	Upfront magazine Assorted non-fiction articles and literary non-fiction pieces Non-fiction ancillary materials Websites Online resources CommonLit Supplemental Resource: The Elements of Literature Notice & Note
Formative Assessments: ➤ Teacher observation ➤ Class discussion ➤ Facilitation grids ➤ Student/Teacher Conferencing ➤ Graphic organizers ➤ Study guides/synthesize through questioning ➤ 6+1 holistic grading rubric ➤ Peer Evaluation ➤ NJSLA rubrics ➤ Writing Portfolio reflection and revision ➤ Do Now's Summative Assessments ➤ <i>MyPerspectives</i> Unit Based Assessment ➤ Student presentation ➤ Problem Based Learning (PBL) projects ➤ Creative writing assignments ➤ Research paper ➤ Pre-assessment ➤ Post-assessment ➤ Final Exam ➤ Excerpt analysis ➤ Compare/contrast using film clips ➤ Read authentic text and summarize using in-text citations ➤ Create plot diagrams ➤ Literature Circles ➤ Speculate on the motives and purposes for the writing through author's chair ➤ Use some form of writing daily, and express understanding of the following: expository, argumentative, open-ended writing and poetry Benchmark Assessments: ➤ LinkIt! Benchmark B ➤ Common Writing Task 2	

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Alternative Assessments:

- Student choice/option assessment
- Student TED Talk
- Unit Project
- Poetry Cafe
- Socratic seminary
- Gallery walk
- Student-created assessments
- Verbal assessments
- Writing Portfolio

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

LGBTQ and Individuals with Disabilities Resources

New Jersey Legislation C.18A:35-4.35

LGBTQ and Individuals with Disabilities resources and critical thinking exercises to incorporate where appropriate.

- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Investigate the roles and responsibilities of citizenship, including creating positive social change.

General ELA Resources

Reading

- 9th and 10th Grade Close Reading Units
- Developing Core Proficiencies from Engage New York
- Analyzing Famous Speeches as Arguments
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- Planning to Assess. How to Align Your Instruction
- Close Reading of Literary Texts
- UDL Resources

Writing & Language

- Developing Persuasive Arguments Through Ethical Inquiry. Two Prewriting Strategies
- Spend a Day in My Shoes. Exploring the Role of Perspective in Narrative
- PARCC Scoring Rubric for Prose Constructed Response Items
- Purdue Online Writing Lab
- Vocabulary Graphic Organizer
- ELA Grade 10 Language Conventions
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Speaking & Listening

- ELA Grade 10 Speaking & Listening
- Conver-Stations. A Discussion Strategy
- Using Debate to Develop Thinking and Speaking
- Analyzing Famous Speeches as Arguments
- For Argument's Sake. Playing "Devil's Advocate" with Non Fiction Texts
- The Pros and Cons of Discussion
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Critical Thinking

- Assessing Cultural Relevance. Exploring Personal Connections to a Text
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- How to Encourage Higher Order Thinking
- Bloom's Taxonomy & Depth of Knowledge

Virtual Learning

- ActivelyLearn
- EdPuzzle
- NoRedInk
- Membean
- Google Classroom

Social & Emotional Competencies (included as appropriate)

OCEAN ACADEMY CHARTER HIGH SCHOOL

Unit 5 Overview

Content Area: English Language Arts

Unit Title: Facing Our Fears: Victims and Victors

Duration: 15 Days

Target Course/Grade Level: 10th Grade

Introduction:

Throughout history, authors have delved into the complex nature of fear, capturing how it shapes human behavior and emotions. Whether it's personal phobias, mass hysteria, or collective panic, fear can manifest in many different ways, affecting how individuals and societies respond to challenges. In this unit, you will explore a diverse collection of stories—both real and fictional—that examine the various ways fear influences our actions, thoughts, and decisions.

You will read stories that tackle different aspects of fear, from the psychological to the societal, and analyze how authors use fear as a central theme to drive their narratives. These stories might include accounts of personal dread, such as the fear of the unknown or the terror of loss, as well as larger societal fears that lead to mass panic or hysteria.

As you explore these works, you will be encouraged to think critically about how fear affects not only the characters within these stories but also the readers themselves. How do different cultures and historical periods respond to fear? How do our own personal fears shape our worldview? Through analysis, discussion, and reflection, you will gain a deeper understanding of how fear impacts both individual lives and collective experiences.

Unit Focus/Content Statements:

In this unit, students will explore the Historical Perspectives Focus Period: 1920-1960, a time marked by significant social and political challenges. They will read the anchor text, *The Crucible* by Arthur Miller, a powerful drama that explores themes of fear, mass hysteria, and the dangers of groupthink. To deepen their understanding, students will also connect to an audio performance of *The Crucible* by L.A. Theatre Works, which will provide a different perspective on the play's themes through a dramatic interpretation.

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Throughout the unit, students will focus on developing their argument writing skills. They will read and analyze sample argumentative pieces, studying how effective arguments are structured and supported with evidence. By the end of the unit, students will use these techniques to write their own argument essay, drawing connections between the historical context of *The Crucible* and contemporary issues related to fear, justice, and societal pressure. This will allow them to explore the relevance of the play's themes while strengthening their writing and analytical abilities.

Disciplinary Concepts for the Unit.

Career Readiness, Life Literacies and Key Skills

Computer Science and Design-Interaction of Technology and Humans

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

NJSLs Social Studies

Primary interdisciplinary connections: Social Studies, Life Literacies and Key Skills, Computer Design.

21st century themes:

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Ocean Academy Charter High School
Curriculum Guide
Grade 10

New Jersey Student Learning Standards-ELA	
Grade 9 - 10 2023 ELA Standards and Practices	
Focus Standards	
Reading Domain	
(TS) Text Structure: By the end of grade 12, 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.	RL.TS.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). RI.TS.9-10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	RL.PP. 9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. RL.PP. 9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
(CT) Comparison of Texts: By the end of grade 12, 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.	(CT) Comparison of Texts: By the end of grade 12, 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. RI.CT.9-10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. Diversity and Inclusion / Amistad/ Genocide/Climate Change/LGBTQ
Writing Domain	
(AW) Argumentative Writing: By the end of grade 12, write	W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid

Ocean Academy Charter High School
Curriculum Guide
Grade 10

arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	reasoning and relevant and sufficient textual and non-textual evidence. K. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. L. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. M. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. N. 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. O. Provide a concluding paragraph or section that supports the argument presented.
(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	W.WR.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
(RW) Range of Writing: By the end of grade 12, write routinely over extended time frames (time for research, reflection, and revision)	W.RW.9-10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Ocean Academy Charter High School
Curriculum Guide
Grade 10

and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
Speaking and Listening Domain	
(PE) Participate Effectively: By the end of grade 12, 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.	SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. E. 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. F. 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. G. 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. H. 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
(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source
(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.ES.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence
PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the	SL.PI.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Ocean Academy Charter High School
Curriculum Guide
Grade 10

organization, development, and style are appropriate to task, purpose, and audience.	
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.UM.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	SL.AS.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking. P. Use parallel structure. Q. 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. R. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. S. Use a colon to introduce a list or quotation. T. Recognize spelling conventions.
KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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	L.KL.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Ocean Academy Charter High School
Curriculum Guide
Grade 10

VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.	L.VI.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Ocean Academy Charter High School
Curriculum Guide
Grade 10

New Jersey Student Learning Standards: Interdisciplinary Connections	
2020 NJSLS Social Studies Core Ideas	Performance Expectations (Identified with Standard Number and statement)
6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Diversity and Inclusion / Amistad/ Climate Change/ Genocide/ LGBTQ and Disabilities	
6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions. Diversity and Inclusion / Amistad/ Climate Change/ Genocide/ LGBTQ and Disabilities	
6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation Career Readiness, Life Literacies, and Key Skills Practices Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.	
Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Critical Thinking and Problem Solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
Information and Media Literacy	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
Technology Literacy	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impacts of Computing	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
Interaction of Technology and Humans	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.
Ethics and Culture	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

New Jersey Student Learning Standards: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
In order for members of our society to participate productively, information needs to be shared accurately and ethically.	9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately. 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.
Accurate information may help in making valuable and ethical choices.	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

Additional Resources:

- Notice and Note Signposts
- Commonlit.org
- Readworks.org
- ActivelyLearn
- Noredink.com

Ocean Academy Charter High School
Curriculum Guide
Grade 10

In-text vocabulary should be incorporated into every unit. Word journals and various other activities should be utilized by the instructor to teach vocabulary. Teachers may want to use film representation to strengthen understanding of historical times and will make connections to contemporary time periods and recessions. In this unit, a research assignment may be assigned and completed according to the individual teachers' scope and sequence of course curriculum. **The research paper is a requirement in grades 9 - 12.**

Knowledge and Skills

Unit Learning Targets / Objectives:

Students will be able to:

- Read and analyze a range of literary and informational texts to gain the knowledge and insight needed to explore the concept of fear. *(RL.10, RI.10)*
- Expand and apply academic and conceptual vocabulary in reading, writing, and discussion. *(RL.4, RI.4)*
- Craft a well-structured argumentative essay that uses evidence from texts and background knowledge to support a clear claim. *(W.1)*
- Conduct research projects of varying lengths to investigate a topic and clarify meaning. *(W.7, W.8)*
- Use pronouns effectively to create variety and clarity in writing and presentations. *(L.1)*
- Incorporate irony to deepen meaning and engage audiences in both writing and presentations. *(L.5.a)*
- Collaborate with peers to build on shared ideas, reach consensus, and communicate clearly. *(SL.1)*
- Integrate visual, audio, and textual elements to enhance presentations. *(SL.5)*

Unit Enduring Understandings

Adapted from "Introduction: Unit Goals" in My Perspectives Teacher Text

Students will understand:

Reading Goals

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- How to analyze and evaluate argumentative texts for structure, reasoning, and evidence.
- How fiction, nonfiction, and poetry express complex ideas related to fear and human behavior.

Writing and Research Goals

- The essential components of effective argumentative writing.
- How to develop their own argumentative essays, incorporating research to support and clarify their claims.
- That writing serves various purposes—including persuading, exploring, and organizing thoughts.

Language Goals

- The importance of using pronouns correctly to enhance fluency and avoid ambiguity.
- How irony can add depth and nuance to both written and spoken communication.

Speaking and Listening Goals

- How to engage meaningfully in collaborative discussions by building on others' ideas and communicating effectively.
- How to enhance presentations through the thoughtful integration of text, visuals, and sound.

Instructional Plan	
Suggested Activities	Resources/Texts
Word networks for vocabulary Summaries QuickWrites Evidence Logs Concept vocabulary Comprehension Checks Close Read the Texts Analyze the Texts Analyze Craft and Structure Conventions and Style <u>Performance-Based Assessment Task Write an Argument Prompt:</u>	Instructional Materials: <i>find in My Perspectives (Textbook page T46/543):\</i> ➤ Historical Perspectives Focus Period: 1920-1960 Times of trouble ➤ Anchor Text (Drama): <i>The Crucible</i> by Arthur Miller ➤ Media (Audio Performance): the Crucible L.A. Theatre Works Optional Book Club/Paired Readings: <i>find in My Perspectives (Textbook page T47/545):</i>

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Could any of the characters in *The Crucible* have done more to end the hysteria in Salem?

Language Development: Conventions: W.1.a-e, W.4, W.5, W.8, W.10, L.1

CommonLit or Actively Learn articles regarding facing one's fears (nonfiction pieces) with a focus on climate change, historical injustices, and those who have overcome oppression. Here are a few examples:

- CommonLit: Will We 'Fix' The Weather? Yes. Should We Fix The Weather? **Climate Change**
- CommonLit: "Harvey Milk Lives" **LGBTQ**
- CommonLit: "College Students With Disabilities Are Too Often Excluded" **Diversity and Inclusion**
- CommonLit: "The Black Man's Burden" **Diversity and Inclusion**
- CommonLit: "Introduction to the Holocaust" **Holocaust and Genocide**
- CommonLit: "Surviving" Asian Americans and Pacific Islanders (AAPI) **Holocaust and Genocide, Amistad, Diversity and Inclusion, Climate Change, LGBTQ**

- Media (Video): Interview With George Takei Archive of American Television
- Short Story: *Antojos* by Julia Alvarez **(Diversity and Inclusion)**
- *The Heart of Darkness* by Joseph Conrad
- *The Red Badge of Courage* by Stephen Crane

Required Trade Books:

The Crucible by Arthur Miller

Supplemental Materials:

Escaping Salem

A Break with Charity

We Ride Upon Sticks

Code Talker

They Called Us Enemy

Intervention Materials:

Primary Textbook: *My Perspectives* Textbook Teacher Edition with online access code

Supplemental Textbook: *The Elements of Literature*

Notice & Note

Literary nonfiction Companion Pieces

Multimedia enhancements including related film and audio

Use chromebooks to access online resources such as audiobooks, www.teachertube.com, etc.

Upfront magazine

Assorted non-fiction articles and literary non-fiction pieces

Non-fiction ancillary materials

Websites

Online resources

CommonLit

Supplemental Resource: *The Elements of Literature*

Notice & Note

Equipment needed:

Teacher desktop computer with projector with internet access

1 chromebook per student with internet access

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	Class set My Perspectives Textbook with online student access codes
Formative Assessments: ➤ Teacher observation ➤ Class discussion ➤ Facilitation grids ➤ Student/Teacher Conferencing ➤ Graphic organizers ➤ Study guides/synthesize through questioning ➤ 6+1 holistic grading rubric ➤ Peer Evaluation ➤ NJSLA rubrics ➤ Writing Portfolio reflection and revision ➤ Do Now's ➤ Facilitation Grids ➤ Peer Evaluation ➤ Tests ➤ Portfolio Reflection ➤ Journals ➤ Quizzes ➤ Temperature Gauges ➤ Exit Slips/Tickets ➤ Individual Conferences ➤ Do Now ➤ Graphic Organizers ➤ Checklists ➤ Self-Assessment ➤ Common Assessments Summative Assessments : ➤ <i>MyPerspectives</i> Unit Based Assessment ➤ Student presentation ➤ Problem Based Learning (PBL) projects ➤ Creative writing assignments ➤ Research paper ➤ Pre-assessment ➤ Post-assessment ➤ Final Exam ➤ Excerpt analysis ➤ Compare/contrast using film clips ➤ Read authentic text and summarize using in-text citations ➤ Create plot diagrams	

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Literature Circles
- Speculate on the motives and purposes for the writing through author's chair
- Use some form of writing daily, and express understanding of the following: expository, argumentative, open-ended writing and poetry

Benchmark Assessments:

- LinkIt! Benchmark C
- Common Writing Task 3

Alternative Assessments:

- Student choice/option assessment
- Student TED Talk
- Unit Project
- Poetry Cafe
- Socratic seminary
- Gallery walk
- Student-created assessments
- Verbal assessments
- Writing Portfolio
- Socratic Seminar
- Silent Seminar (discussion board)
- Panel Discussion
- Poetry Cafe
- Gallery Walk
- Reader's Workshop

Performance Task Options:

- Write an argumentative essay: Is fear always a harmful emotion?
- Read "Why I Wrote The Crucible" article from The New Yorker Magazine and find an additional source about McCarthyism. Write an explanatory essay explaining how Miller's play is a political allegory.

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Supplemental Resources:

LGBTQ and Individuals with Disabilities Resources

New Jersey Legislation C.18A:35-4.35

LGBTQ and Individuals with Disabilities resources and critical thinking exercises to incorporate where appropriate.

- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Investigate the roles and responsibilities of citizenship, including creating positive social change.

General ELA Resources

Reading

- 9th and 10th Grade Close Reading Units
- Developing Core Proficiencies from Engage New York
- Analyzing Famous Speeches as Arguments
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- Planning to Assess. How to Align Your Instruction
- Close Reading of Literary Texts
- UDL Resources

Writing & Language

- Developing Persuasive Arguments Through Ethical Inquiry. Two Prewriting Strategies
- Spend a Day in My Shoes. Exploring the Role of Perspective in Narrative

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- PARCC Scoring Rubric for Prose Constructed Response Items
- Purdue Online Writing Lab
- Vocabulary Graphic Organizer
- ELA Grade 10 Language Conventions
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Speaking & Listening

- ELA Grade 10 Speaking & Listening
- Conver-Stations. A Discussion Strategy
- Using Debate to Develop Thinking and Speaking
- Analyzing Famous Speeches as Arguments
- For Argument's Sake. Playing "Devil's Advocate" with Non Fiction Texts
- The Pros and Cons of Discussion
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Critical Thinking

- Assessing Cultural Relevance. Exploring Personal Connections to a Text
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- How to Encourage Higher Order Thinking
- Bloom's Taxonomy & Depth of Knowledge

OCEAN ACADEMY CHARTER HIGH SCHOOL

Unit 6 Overview

Content Area: English Language Arts

Unit Title: Ordinary Lives, Extraordinary Tales: The American Short Story

Duration: 15 Days

Target Course/Grade Level: 10th Grade

Introduction:

Our experiences, whether they come from revisiting old memories or facing new challenges, play a crucial role in helping us understand what it means to be human. Many writers have used short stories to explore the complexities of life and offer different perspectives on human nature. In this unit, you will examine short stories as a genre, focusing on how they provide valuable insights into the human experience. Through this exploration, you will discover how short stories can serve as a powerful tool for reflecting on the emotions, decisions, and experiences that define who we are.

Unit Focus/Content Statements:

In this unit, students will read and analyze a variety of short stories to better understand the elements that make this genre unique. Through careful examination of structure, theme, character development, and style, students will gain insights into how authors craft compelling narratives. Building on this understanding, students will then apply what they've learned to write their own short stories, allowing them to explore their creativity while incorporating key storytelling techniques.

Disciplinary Concepts for the Unit.

Career Readiness, Life Literacies and Key Skills

Computer Science and Design-Interaction of Technology and Humans

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and

Ocean Academy Charter High School
Curriculum Guide
Grade 10

procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
 - (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
 - (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

NJSLS Social Studies

Primary interdisciplinary connections: Social Studies, Life Literacies and Key Skills, Computer Design.

21st century themes:

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

New Jersey Student Learning Standards-ELA

 **Grade 9 - 10 2023 ELA Standards and Practices**

Focus Standards

Reading Domain

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical

RL.CR.9-10.1. Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including

Ocean Academy Charter High School
Curriculum Guide
Grade 10

inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	determining where the text leaves matters uncertain. RI.CR.9-10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.CI.9-10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text. RI.CI.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme. RI.IT.9-10.3. Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. Diversity and Inclusion / Amistad/ Genocide/Climate Change/LGBTQ
(TS) Text Structure: By the end of grade 12, 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.	RL.TS.9-10.4. Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise). RI.TS.9-10.4. Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or	RL.PP. 9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a

Ocean Academy Charter High School
Curriculum Guide
Grade 10

purpose shapes the content and style of a text.	wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view. RL.PP. 9-10.5. Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
(CT) Comparison of Texts: By the end of grade 12, 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.	(CT) Comparison of Texts: By the end of grade 12, 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. RI.CT.9-10.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. Diversity and Inclusion / Amistad/ Genocide/Climate Change/LGBTQ
Writing Domain	
(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	W.AW.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. P. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Q. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. R. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. S. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	the norms and conventions of the discipline in which they are writing. T. Provide a concluding paragraph or section that supports the argument presented.
(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	W.WP.9-10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	W.WR.9-10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
(RW) Range of Writing: By the end of grade 12, 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.	W.RW.9-10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
Speaking and Listening Domain	
(PE) Participate Effectively: By the end of grade 12, 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.	SL.PE.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. I. 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. J. 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. K. Propel conversations by posing and responding to

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	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. L. 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
(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.II.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source
(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.ES.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence
(PI) Present Information: By the end of grade 12, 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.	SL.PI.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.UM.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	SL.AS.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and	L.SS.9-10.1. Demonstrate command of the system and structure of the English language when writing or speaking. U. Use parallel structure. V. Use various types of phrases (noun, verb,

Ocean Academy Charter High School
Curriculum Guide
Grade 10

spelling.	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. W. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. X. Use a colon to introduce a list or quotation. Y. Recognize spelling conventions.
KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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	L.KL.9-10.2. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level. B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.	L.VL.9-10.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the

Ocean Academy Charter High School
Curriculum Guide
Grade 10

	pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.	L.VI.9-10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
New Jersey Student Learning Standards: Interdisciplinary Connections	
2020 NJSL Social Studies Core Ideas	Performance Expectations (Identified with Standard Number and statement)
6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Diversity and Inclusion / Amistad/ Climate Change/ Genocide/ LGBTQ and Disabilities	
	6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture. Diversity and Inclusion / Amistad/ Climate Change/ Genocide/ LGBTQ and Disabilities
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation Career Readiness, Life Literacies, and Key Skills Practices	

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Creativity and Innovation	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Critical Thinking and Problem Solving	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
Financial Psychology	9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making.
	9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.
Civic Financial Responsibility	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.
Information and Media Literacy	9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g.,
Technology Literacy	9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

New Jersey Student Learning Standards: Computer Science and Design Thinking

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impacts of Computing	8.1.12.IC.1: Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.
Interaction of Technology and Humans	8.2.2.ITH.4: Identify how various tools reduce work and improve daily tasks.

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Ethics and Culture	8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.
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New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
In order for members of our society to participate productively, information needs to be shared accurately and ethically.	9.4.12.IML.5: Evaluate, synthesize and apply information on climate change from various sources appropriately. 9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender and age diversity.
Accurate information may help in making valuable and ethical choices.	9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.

Reading Literature

- Analyze the text for inferred and literal meanings
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience
- Identify the details that develop characters as dynamic or complex versus static or flat
- Identify multiple/conflicting character motivations
- Analyze character interactions as they develop plot
- Evaluate simple and complex relationships and/or events on plot development
- Identify theme across texts

Reading Informational Text

- Identify a series of ideas or events that are connected
- Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text
- Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States
- Analyze how a particular point of view or cultural experience is reflected in a text

Writing

- Design a plan to appropriately match the task, purpose, and audience that

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- incorporates research, reflection, and revision
- Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences
- Synthesize research gathered over shorter time frames into a long-term research project
- Manage a long-term research project that incorporates research, reflection, and revision

Speaking and Listening

- Effectively participate in one-on-one, group, and teacher-led discussions
- Articulate ideas clearly and persuasively in a discussion
- Continue to propel conversations by posing and responding to questions that connect to broader ideas
- Reflect, evaluate and respond to comments made by peers during discussion

Language

- Apply knowledge of language to understand how language functions in different situations
- Apply knowledge of language to make effective choices to shape the meaning and style
- Apply knowledge of language to comprehend more fully when reading, listening, or speaking
- Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work

Research/Media

- Ascertain the origin, credibility, and accuracy of print and online sources.
- Delineate the main ideas or themes in the text and the details that elaborate and support them.
- Discern the most important ideas, events, or information and summarize them accurately and concisely.
- Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.
- Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.
- Link claims and evidence with clear reasons and ensure that the evidence is relevant and sufficient to support the claims.

Unit Learning Targets (Objectives):

Students will be able to...

- Analyze narratives to understand how authors order the action, introduce and develop characters, and introduce and develop multiple themes.
- Expand your knowledge and use of academic and concept vocabulary.

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Write a narrative text that uses effective narrative techniques to develop fictional experiences, events, and characters.
- Conduct research projects of various lengths to explore topics and clarify meaning.
- Make effective style choices regarding figurative language and dialect.
- Demonstrate an understanding of frequently confused words, passive voice, and sentence fragments.
- Collaborate with a team to build on the ideas of others, develop consensus, and communicate.

Unit Enduring Understandings:

Students will know...

- How to read and evaluate narrative texts and many short stories to better understand the various ways writers have for telling a story.
- The elements of narrative writing as a mode; how to write their own narrative; how to write for a number of reasons, including organizing and sharing ideas, reflecting on experiences, and gathering evidence; how to conduct research to clarify and explore ideas.
- A deeper understanding of style choices.
- How to work together to build on one another's ideas, develop consensus and communicate with one another; how to incorporate audio, visuals, and text in presentations.

Unit Essential Questions

- What do stories reveal about the human condition?
- How do stressful situations often reveal the best and worst in people?
- How does a fictional character or characters respond to life-changing news?

Instructional Plan

Suggested Activities	Resources/Texts
Essay and Oral Presentation - prompt: what makes certain places live on in our memory? Tiered Vocabulary Word networks for vocabulary Narrative: Short Story and Storytelling Session - prompt: How does a fictional character or characters respond to life-changing events? Word networks for vocabulary Summaries QuickWrites Evidence Logs	Instructional Materials: My Perspectives Textbooks "Everyday Use" by Alice Walker (short story) "Everything Stuck to Him" by Raymond Carver (short story) "The Leap" by Louise Erdrich (Diversity and Inclusion) Supplemental Materials: "A Brief History of the Short Story" by D.F. McCourt (literary history)

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Concept vocabulary Comprehension Checks Close Read the Texts Analyze the Texts Analyze Craft and Structure Conventions and Style CommonLit or Actively Learn articles on the topic of the human experience (nonfiction pieces) with a focus on climate change, historical injustices, and those who have overcome oppression. Here are a few examples: ➤ CommonLit: "Introduction to the Holocaust" Holocaust and Genocide ➤ CommonLit: "College Students With Disabilities Are Too Often Excluded" Diversity and Inclusion ➤ CommonLit: "The Black Man's Burden" Diversity and Inclusion ➤ CommonLit: Will We 'Fix' The Weather? Yes. Should We Fix The Weather? Climate Change ➤ CommonLit: "Harvey Milk Lives" LGBTQ ➤ Holocaust and Genocide, Amistad, Diversity and Inclusion, Climate Change, LGBTQ, Asian American Pacific Islander	"An Occurrence at Owl Creek Bridge" by Ambrose Bierce (short story) "The Jilting of Granny Weatherall" by Katherine Anne Porter (short story) "The Tell-Tale Heart" by Edgar Allan Poe (short story) "The Man to Send Rain Clouds" by Leslie Marmon Silko (short story) "Ambush" by Tim O'Brien (short story) "Housepainting" by Lan Samantha Chang (short story) (AAPI) Elements of Literature, Fifth Course - Resource Required Trade Books: N/A Optional Trade Book: N/A Intervention Materials: Literary nonfiction Companion Pieces Multimedia enhancements including related film and audio Use chromebooks to access online resources such as audiobooks, www.teachertube.com, etc. Upfront magazine Assorted non-fiction articles and literary non-fiction pieces Non-fiction ancillary materials Websites Online resources CommonLit Supplemental Resource: The Elements of Literature Notice & Note Equipment needed: Teacher desktop computer with projector with internet access 1 chromebook per student with internet access
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Ocean Academy Charter High School
Curriculum Guide
Grade 10

	Class set My Perspectives Textbook with online student access codes Primary Textbook: My Perspectives Textbook Teacher Edition with online access code Supplemental Textbook: The Elements of Literature Notice & Note
Formative Assessments: ➤ Teacher observation ➤ Class discussion ➤ Facilitation grids ➤ Student/Teacher Conferencing ➤ Graphic organizers ➤ Study guides/synthesize through questioning ➤ 6+1 holistic grading rubric ➤ Peer Evaluation ➤ NJSLA rubrics ➤ Writing Portfolio reflection and revision ➤ Do Now's Summative Assessments : ➤ <i>MyPerspectives</i> Unit Based Assessment ➤ Student presentation ➤ Problem Based Learning (PBL) projects ➤ Creative writing assignments ➤ Research paper ➤ Pre-assessment ➤ Post-assessment ➤ Final Exam ➤ Excerpt analysis ➤ Compare/contrast using film clips ➤ Read authentic text and summarize using in-text citations ➤ Create plot diagrams ➤ Literature Circles ➤ Speculate on the motives and purposes for the writing through author's chair ➤ Use some form of writing daily, and express understanding of the following: expository, argumentative, open-ended writing and poetry Benchmark Assessments: ➤ LinkIt! Benchmark C	

Ocean Academy Charter High School
Curriculum Guide
Grade 10

- Common Writing Task 3

Alternative Assessments:

- Student choice/option assessment
- Student TED Talk
- Unit Project
- Poetry Cafe
- Socratic seminary
- Gallery walk
- Student-created assessments
- Verbal assessments
- Writing Portfolio

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Supplemental Resources:

LGBTQ and Individuals with Disabilities Resources

New Jersey Legislation C.18A:35-4.35

LGBTQ and Individuals with Disabilities resources and critical thinking exercises to incorporate where appropriate.

- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community where appropriate.
- Investigate the roles and responsibilities of citizenship, including creating positive social change.

General ELA Resources

Reading

- 9th and 10th Grade Close Reading Units
- Developing Core Proficiencies from Engage New York
- Analyzing Famous Speeches as Arguments
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- Planning to Assess. How to Align Your Instruction
- Close Reading of Literary Texts
- UDL Resources

Writing & Language

- Developing Persuasive Arguments Through Ethical Inquiry. Two Prewriting Strategies
- Spend a Day in My Shoes. Exploring the Role of Perspective in Narrative
- PARCC Scoring Rubric for Prose Constructed Response Items
- Purdue Online Writing Lab
- Vocabulary Graphic Organizer
- ELA Grade 10 Language Conventions
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Speaking & Listening

- ELA Grade 10 Speaking & Listening
- Conver-Stations. A Discussion Strategy
- Using Debate to Develop Thinking and Speaking
- Analyzing Famous Speeches as Arguments
- For Argument's Sake. Playing "Devil's Advocate" with Non Fiction Texts
- The Pros and Cons of Discussion
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons

Ocean Academy Charter High School
Curriculum Guide
Grade 10

Critical Thinking

- Assessing Cultural Relevance. Exploring Personal Connections to a Text
- Lessons to Use with Popular Stories
- English Language Arts Methods. Grades 9-12 Model Lessons
- How to Encourage Higher Order Thinking
- Bloom's Taxonomy & Depth of Knowledge

Virtual Learning

- ActivelyLearn
- EdPuzzle
- NoRedInk
- Membean
- Google Classroom

Social & Emotional Competencies (Included as appropriate)

Virtual Learning

- ActivelyLearn
- EdPuzzle
- NoRedInk
- Membean
- Google Classroom

1. Primary textbook is *My Perspectives* and required whole-class reading and writing activities should be completed.
2. MLA Research paper is a mandatory English assignment for grades 9 - 12.