

LHS English 9 Unit 4

Content Area: **ELA**
Course(s):
Time Period: **MP4**
Length:
Status: **Published**

Unit Overview

Theme: The Paths to Genocide

Benchmark Text Focus: Informational

Anchor Text: Maus

Writing Genre Focus: Informative/Explanatory Essay Writing

Targeted ELA Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.9–10.1.A	Use parallel structure.
ELA.L.SS.9–10.1.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.
ELA.L.SS.9–10.1.C	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
ELA.L.SS.9–10.1.D	Use a colon to introduce a list or quotation.
ELA.L.SS.9–10.1.E	Recognize spelling conventions.
ELA.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.
ELA.L.KL.9–10.2.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.
ELA.L.KL.9–10.2.B	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
ELA.L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word

or phrase important to comprehension or expression.

ELA.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.
ELA.L.VL.9–10.3.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.
ELA.L.VL.9–10.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
ELA.L.VL.9–10.3.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).
ELA.L.VL.9–10.3.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.
ELA.L.VL.9–10.3.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).
ELA.L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
ELA.L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.9–10.4.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).
ELA.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.
ELA.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.
ELA.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.
ELA.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.
ELA.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.
ELA.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.
ELA.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).
ELA.RI.PP.9–10.5	Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
ELA.RI.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as

well as in words in order to address a question or solve a problem.

ELA.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.
ELA.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.
ELA.W.IW.9–10.2.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.
ELA.W.IW.9–10.2.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.
ELA.W.IW.9–10.2.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.
ELA.W.IW.9–10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
ELA.W.IW.9–10.2.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.
ELA.W.IW.9–10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELA.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.
ELA.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.
ELA.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.
ELA.SL.PE.9–10.1.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.
ELA.SL.PE.9–10.1.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.
ELA.SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
ELA.SL.PE.9–10.1.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.
ELA.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.
ELA.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.

Weekly Structure

Day One		Day Two		Day Three		Day Four		Day Five		Day Six	
Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus	
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

Day Seven		Day Eight		Day Nine		Day Ten	
Writing Focus				Writing Focus			
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

Rationale

The study of the Holocaust and other genocides is crucial for understanding the darkest aspects of human history and learning from them to prevent future atrocities. This unit, "Understanding the Holocaust and Genocide Through Maus," uses Art Spiegelman's graphic novel to provide a personal and impactful exploration of these themes. Maus offers a unique perspective on the Holocaust, making complex historical

events accessible and engaging for students.

Writing argument allows students to use critical thinking skills while engaging with complex themes such as death, loss, mourning and genocide. Argumentative writing requires the students to engage closely with the text they are studying in order to use proper evidence to support their points.

The benchmark focuses on a cold read of the short story "The Sniper" by Liam O'Flaherty which deals with similar themes to *Maus*. The writing task asks students to argue how the different characters in *Maus* and "The Sniper" deal with war which builds on the skills taught of developing a claim with textual evidence to support the position.

Enduring Understandings

Content Specific	Skills Specific
<ul style="list-style-type: none">▪ Historical and Cultural Relevance: Students will understand that genocide typically develops through identifiable stages, including classification, dehumanization, organization, and execution, often fueled by political, social, and historical forces. Additionally, students will unravel how learning about genocide helps develop moral and civic responsibility, promoting awareness, empathy, and action against injustice.▪ The Role of Individual Choices and Societal Complicity: Students will understand that genocide is not only the result of leaders' actions, but also of everyday people who choose to participate, stay silent, or resist. They will also explore how media, rhetoric, and social narratives can shape public opinion and enable persecution and genocide by marginalizing targeted groups.▪ Informative/Explanatory Writing Creation: Students will understand how texts like <i>Maus</i> use graphic imagery and personal testimony to represent complex historical realities and emotional truths about genocide, as well as deepen understanding of historical atrocities. Using this information, students will understand that effective	<ul style="list-style-type: none">▪ Reading Comprehension and Analysis of Text: Students will understand that analyzing texts like <i>Maus</i> requires attention to both the informational content and the author's stylistic and structural choices. Additionally, students will evaluate how a graphic novel, interviews, timelines, and other informational texts present, emphasize, or omit aspects of genocide.▪ Identifying Central Ideas and Supporting Evidence: Students will understand how to determine central ideas about genocide and track how authors like Art Spiegelman develop them using details, structure, and visual storytelling.▪ Evaluating Sources: Students will understand how to locate, assess, and synthesize multiple informational sources to support a nuanced understanding of genocide and analyze sources for credibility, relevance, and bias.▪ Informative Writing Organization: Students will understand how to organize and develop informative/explanatory writing using effective introductions, logical organization, transitions, and relevant

<p>informative/explanatory writing must balance factual accuracy with respectful engagement and support claims with credible sources.</p>	<p>evidence.</p> <ul style="list-style-type: none"> ▪ Maintaining Accuracy, Objectivity, and Sensitivity: Students will understand that informative writing about genocide demands accuracy, objectivity, and sensitivity to the subject matter by the use formal tone, precise language, and evidence-based reasoning to explain complex topics. ▪ Revising and Editing for Clarity and Impact: Students will understand how to revise their writing to strengthen coherence, clarify ideas, and ensure factual accuracy and appropriate tone.
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Essential Questions

Content Specific	Skills Specific
<ul style="list-style-type: none"> ▪ What stages or conditions typically lead to genocide, and how can they be identified before violence occurs? ▪ How do governments and societies use propaganda and fear to justify discrimination and mass violence? ▪ What roles do individuals and communities play in either enabling or resisting genocide? ▪ How does the graphic novel format of <i>Maus</i> affect our understanding of the Holocaust and the experiences of its victims and survivors? ▪ Why is it important to study genocide, and how can this knowledge help us take action against injustice today? ▪ How can we write about genocide in ways that are respectful, accurate, and informative? 	<ul style="list-style-type: none"> ▪ How do authors like Art Spiegelman combine factual content with narrative techniques to help readers understand historical events like genocide? ▪ How can we determine the central ideas in a text about genocide and explain how those ideas are developed? ▪ How does the format of a text—such as a graphic novel versus a traditional article—affect how information about genocide is presented and understood? ▪ How can we evaluate and choose the most reliable sources when researching sensitive historical topics like genocide? ▪ What strategies help writers clearly explain complex historical topics like genocide in a well-organized and informative essay? ▪ Why is it important to use formal tone and accurate language when writing about topics as serious as genocide? ▪ How does revising and editing improve the

	clarity, accuracy, and impact of our informative writing?
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Key Resources

Reading:

Anchor Text: Maus by Art Spiegelman

[Eng 9 - Maus I Pacing Guide](#)

[Maus Novel Protocol](#)

[Google Drive Folder \(Maus\)](#)

Writing:

- [Literary Essay - Building a Thesis Statement Graphic Organizer](#)
- [Analyzing a Literary Essay](#)
- [Exemplars & Non-Exemplars](#)
- [Grades 9-12 Argumentative Essay Rubric](#)
- [How to Write a Perfect 3-Point Thesis Statement](#)

Additional instructional resources:

- [Comprehension microskills](#)
- [Tier I instructional practices](#)
- [Engagement toolkit](#)

Lexia Aspire Resources:

- [Word Recognition](#) - phonemic awareness, decoding, fluency
- [Language Comprehension](#) - vocabulary, morphology, academic language, syntax
- [Writing & reading comprehension](#) - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing

Supplementary Resources

Ways to integrate fictional text in this unit:

- Analyze author's craft in graphic storytelling - For example, focus on how Art Spiegelman uses literary and graphic devices (e.g., symbolism, point of view, dialogue, irony) to convey meaning and develop themes.
- Fiction + historical research pairing - For example, after reading selected chapters of *Maus*, students read a short fictional story related to WWII or survival and compare how both texts represent trauma, survival, or memory.

Informational texts from district-approved resources.

[Additional district-approved secondary ELA instructional resource list](#)

[Warm-Up Activities to Engage Students Before They Read Nonfiction Texts](#)

Nonfiction Connections to Accompany *Maus*:

Career Readiness, Life Literacies, and Key Skills:

[Newsela: How to Navigate Dark Tourism](#)

[Newsela Article: Jewish American Month](#)

[EdPuzzle: Kids Meet a Holocaust Survivor](#)

Interdisciplinary Connections:

[Newsela Article: Opinion about Refugee Policies in US](#)

[Newsela Article: Debate of America's Response to the Holocaust](#)

[Newsela Article: Why Didn't the Allies bomb Auschwitz?](#)

[Newsela Article: Life in Poland before Holocaust](#)

[Newsela Article: American Refugee Camps for Jewish](#)

[Newsela Article: Nuremberg Trials](#)

[EdPuzzle: Holocaust Denial](#)

[EdPuzzle: Life in Auschwitz](#)

[EdPuzzle: Survivors Remember Kristallnacht](#)

[US Holocaust Memorial Museum Virtual Tour](#)

[The *Maus* Project: Censorship](#)

[Why *Maus* Matters](#)

Skills, Content, Activity, Assessment

Month	Week	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
April	2	RI.C R.9– 10.1 RI.CI .9– 10.2 RI.IT .9– 10.3 RI.T S.9- 10.4 RI.PP .9– 10.5 RI.M F.9– 10.6 RI.C T.9- 10.8 L.VL .9– 10.3 L.VI. 9– 10.4 W.I W.9– 10.2	SWBAT demonstrate their knowledge of reading a fictional text by taking a pre-assessment SWBAT demonstrate their knowledge of Informative/Explanatory essay writing by taking a pre-assessment	<ul style="list-style-type: none"> • Reading Pre-assessment • Writing Pre-assessment 			<ul style="list-style-type: none"> • LinkIt! pre-assessment - reading • Informative/Explanatory essay writing pre-assessment
April	3	SL.P E.9– 10.1 SL.II.	SWBAT analyze how Art Spiegelman uses	<i>Reading Mini-lessons:</i> Introduction: <ul style="list-style-type: none"> • Introduce 	Station Ideas: <ul style="list-style-type: none"> • Teacher-led • IXL 	<ul style="list-style-type: none"> • The Creation of Maus • Maus: 	

	<p>9–10.2</p> <p>RL.C T.9–10.8</p> <p>RI.C T.9–10.8</p> <p>W.I W.9–10.2</p> <p>SL.P E.9–10.1</p>	<p>graphic elements, such as panels, frames, and visual contrasts, in Maus to enhance storytelling and compare the graphic novel format to traditional novels.</p> <p>SWBAT identify the characteristics of an Informative/Explanatory essay.</p> <p>SWBAT analyze the Informative/Explanatory writing rubric.</p>	<p>book (videos - The Creation of Maus, Maus: Book Banned, An Introduction, “book walk”)</p> <p>SE.II.9-10.2 Possible Do Now: “What are some reasons authors might choose to use a graphic novel format?”</p> <ul style="list-style-type: none"> • Introduce context (time period, author) RL.CT.9-10.8 • Compare/contrast graphic novel vs. novel (format, parts of a comic, writing style) SE.PE.9-10.1 <ul style="list-style-type: none"> ○ Instructional Focus Points: <ul style="list-style-type: none"> ▪ 	<p>Recommended or Assigned Skill and Weekly Arena Practice</p> <ul style="list-style-type: none"> • Text Based Activity: Analyze cover and opening panels to predict theme RL.CI.9-10.2 • Building Background Knowledge w/ Informational Text: Why Maus Matters RI.CI.9-10.2 • Writing in Response to Reading Options: <ul style="list-style-type: none"> ○ KWL chart: Holocaust ○ What is prejudice and why is 	<p>Book Banned</p> <ul style="list-style-type: none"> • An Introduction • Analyzing a Literary Essay • Examples & Non-Examples • Grades 9-12 Informative/Explanatory Essay Rubric 	
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prejudice dangerous when it is combined with power?

- How does prejudice spread throughout a society?

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				<p><i>Writing Mini-lessons:</i></p> <ul style="list-style-type: none"> • Characteristics of an Informative/ Explanatory essay writing. • Review the Informative/ Explanatory essay rubric. 			
April	4	<p>L.VL.9–10.3 L.VI.9–10.4 RL.I.9–10.3 W.I.9–10.2 SL.P.9–10.1</p> <p>SWBAT identify examples of figurative language and foreshadowing in the prologue of Maus and explain how they hint at future events in the story.</p> <p>SWBAT analyze</p>	<p><i>Reading Mini-lessons:</i></p> <ul style="list-style-type: none"> • Read Prologue: <ul style="list-style-type: none"> ○ Foreshadowing: Hints or clues about future events. <p>Example: The broken telep</p>	<ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups • Station Ideas: <ul style="list-style-type: none"> • Teacher-led • IXL Recommended or Assigned 	<ul style="list-style-type: none"> • Examples & Non-Examples • How to Write a Perfect 3-Point Thesis Statement • Literary Essay - Building a Thesis 	<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments 	

		<p>how characters' dialogue and actions reveal their personalities and contribute to the tone of the story in Maus.</p> <p>SWBAT analyze an Informative/Explanatory exemplar by using the rubric.</p> <p>SWBAT write an Informative/Explanatory on a topic by formulating a clear thesis.</p>	<p>hone wires in the opening pages .</p> <p>Explanation: This foreshadows the breakdown of communication between Art and his father, as well as the unraveling of their shared history.</p> <p>L.VI. 9-10.4</p> <ul style="list-style-type: none"> • Read Chapter 1 "The Sheik" (Pages 5–23) • Focus: Vladek's early life and introduction to the Jewish 	<p>d Skill and Weekly Arena Practice</p> <ul style="list-style-type: none"> • Vocabulary/Grammar Activity • Building Background Knowledge w/ Informational Text : Dehumanizing the Enemy video & discussion questions • Writ 	<p>State ment Graph ic Organ izer</p>	
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				<p>experience in Poland.</p> <ul style="list-style-type: none">• Vocabulary L.VL.9-10.3<ul style="list-style-type: none">○ Dowry: Property or money brought by a bride to her husband upon marriage.○ Textile: A type of cloth or woven fabric.○ Communism: A political theory advocating for a society in which all property is public.	<p>ing in Response to Reading Options:</p>		
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				<p>ply owne d and each perso n work s and is paid accor ding to their abiliti es and needs .</p> <ul style="list-style-type: none">○ Anti- Semit ic: Preju dice, discri minat ion, or hostil ity towar d Jewis h peopl e.○ Prag matic : Deali ng with thing s sensi bly and realis ticall		
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y in a way that is practical rather than theoretical.

- Instructional Focus:
 - Setting and Character Development: Explain in what characters say and do and the tone with which they speak often reveal a lot about their character. RL.I T.9-10.3

Writing Mini-lessons:

- Review an

				<p>Informative/ Explanatory exemplar</p> <ul style="list-style-type: none"> Formulating a clear thesis 			
May	1	<p>L.VL.9-10.3</p> <p>L.VI.9-10.4</p> <p>RL.I.T.9-10.3</p> <p>W.I.W.9-10.2</p> <p>SL.P.E.9-10.1</p>	<p>SWBAT analyze how dialogue and incidents in Maus reveal character traits and influence decisions, demonstrating understanding of the interplay between character development and plot.</p> <p>SWBAT analyze how specific word choices in Maus impact the meaning and tone of the text.</p> <p>SWBAT introduce a topic/thesis clearly by organizing ideas in a logical</p>	<p><i>Reading Mini-lessons:</i></p> <ul style="list-style-type: none"> Read Chapter 2 “The Honeymoon” (Pages 25–46) Focus: Vladek’s experiences leading up to WWII. Vocabulary L.VL.9-10.3 <ul style="list-style-type: none"> Anne x: A building joined to or associated with a main building, used for additional space or purposes. Gesta po: The 	<ul style="list-style-type: none"> LHS ELA Instructional Workshop Model Suggested Activities/Groups Station Ideas: <ul style="list-style-type: none"> Teacher-led IXL Recommended or Assigned Skill and Weekly Are na Practice Vocabulary/ Grammar Activity Building Bac 		<ul style="list-style-type: none"> LHS Suggested Formative Reading Assessments

		<p>way.</p> <p>SWBAT develop a topic/thesis by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.</p>	<p>official secret police of Nazi Germany and German-occupied Europe.</p> <ul style="list-style-type: none"> ○ Ratio n: A fixed allowance of food or provisions, especially during a time of scarcity. ○ Liqui date: To eliminate, often violently, particularly as it pertains to political or milita 	<p>kgro und Kno wle dge w/ Info rmat iona l Text : Deh uma nizi ng the Ene my vide o & disc ussi on ques tion s</p> <ul style="list-style-type: none"> • Writ ing in Res pons e to Rea ding Opti ons: 		
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• Instructional Focus:

○ Analyze how dialogue between characters and incidents in *Maus* reveal aspects of character or provoke a decision.
RL.I
T.9-10.3

○ Analyze how specific word choices impact meaning

				<p>ing and tone in Maus . L.VI. 9-10.4</p> <p><i>Writing Mini-lessons:</i></p> <ul style="list-style-type: none"> • Introduce the topic clearly and engage the reader • Organizing reasons and evidence logically to support claims • Evaluation and selection of credible sources. 		
May	2	<p>L.VL.9-10.3</p> <p>L.VI.9-10.4</p> <p>RL.CI.9-10.2</p> <p>RI.CI.9-10.2</p> <p>RL.IT.9-10.3</p> <p>W.IW.9-</p>	<p>SWBAT identify and summarize the key events and analyze their significance to the overall plot.</p> <p>SWBAT identify and analyze a theme emerging</p>	<p><i>Reading Mini-lessons:</i></p> <ul style="list-style-type: none"> • Read Chapter 3 “Prisoner of War” (Pages 47–72) • Focus: Vladek’s time as a POW and early signs of systemic dehumanization. • Vocabulary L.VL.9-10.3 	<ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups • Station Ideas: <ul style="list-style-type: none"> • Teacher-led • IXL Recommendation 	<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments

		<p>10.2 from key statements in Maus and explain how it develops throughout the text.</p> <p>SL.P E.9–10.1</p> <p>SWBAT analyze how past and present narratives interact in a text, exploring how the author’s choices shape the development of ideas and themes.</p> <p>SWBAT develop a topic by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.</p>	<ul style="list-style-type: none"> ○ Wehrmacht: The unified armed forces of Nazi Germany from 1935 to 1945. ○ Barracks: Buildings used to house soldiers or prisoners. ○ Hostility: Unfriendly or antagonistic behavior. ○ Deportation: The forced removal of a person or 	<p>Assigned Skill and Weekly Arena Practice</p> <ul style="list-style-type: none"> • Vocabulary/Grammar Activity • Building Background Knowledge w/ Informational Text: Prisoners of War article & critical thinking questions that requ 		
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				<p>group from a country.</p> <ul style="list-style-type: none"> ○ Prisoner: A person who is confined, particularly during war or due to political reasons. • Figurative Language L.VI.9-10.4 <ul style="list-style-type: none"> ○ Simile: A comparison using "like" or "as." Example: "It was as if the whole world was against us." 	<p>ire textual evidence: RL. CR. 9-10.1</p>		
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				<p>Explanation: This simile compares the Jewish experience during the Holocaust to the entire world turning hostile, emphasizing their sense of alienation and despair.</p> <ul style="list-style-type: none">○ Euphemism: A mild or indirect expression used to replace a harsher or blunter			
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one.
Example:
"Sent to the East."
Explanation:
This euphemism was often used by the Nazis to obscure the reality of deportations to death camps.

- Instructional Focus:
 - Plot events:
What are the key events that happened in the plot in chapter 3?
RL.I
T.9-10.3

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○ Development of Theme
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○ Textu
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*Writing Mini-
lessons:*

- Identification and integration of relevant and accurate data and evidence.
- Quoting and citing textual evidence

May	3	<p>L.VL.9-10.3</p> <p>L.VI.9-10.4</p> <p>RL.IT.9-10.3</p> <p>RL.PP.9-10.5</p> <p>RL.MF.9-10.6</p> <p>RL.MF.9-10.6</p> <p>W.IW.9-10.2</p> <p>SL.PE.9-10.1</p>	<p>SWBAT analyze how Art Spiegelman uses shadows, panel shapes, and facial expressions in Maus to convey meaning and enhance the narrative.</p> <p>SWBAT compare Vladek's experiences in Maus to a Holocaust survivor's primary source memoir, identifying similarities and differences in how both texts convey the trauma and impact of the Holocaust.</p> <p>SWBAT analyze how the increasing restrictions</p>	<p><i>Reading Mini-lessons:</i></p> <ul style="list-style-type: none"> • Read Chapter 4 "The Noose Tightens" (Pages 73–93) • Focus: The ghettoization of Jews and the intensifying oppression. • Vocabulary L.VL.9-10.3 <ul style="list-style-type: none"> ○ Ghetto: A section of a city where a minority group, particularly Jews during the Holocaust, was forced to live. ○ Black market: An illegal trade system 	<ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups • Station Ideas: <ul style="list-style-type: none"> • Teacher-led • IXL Recommended or Assigned Skill and Weekly Arena Practice • Vocabulary/Grammar Activity • Building Background Knowledge w/ 		<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments
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		<p>on Jews in Maus contribute to the building tension and impact the narrative.</p> <p>SWBAT develop a topic by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.</p> <p>SWBAT provide a concluding statement or section that logically follows the flow of ideas, reflects on the topic, and reinforces the information presented.</p>	<p>m wher e goods or servic es are sold outsi de of forma l econo mic rules or regul ations .</p> <ul style="list-style-type: none"> ○ Curfew: A regulation requiring people to remain indoors during designated hours, often enforced by authorities. ○ Starvation: Suffering or death 	<p>Info rmat iona l Text : Pris oner s of War artic le & criti cal thin king ques tion s that requ ire text ual evid ence : RL. CR. 9- 10.1</p>		
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caused by a lack of food.

- Confinement: The state of being restricted or imprisoned.

- Figurative Language
L.VI.9-10.4

- Personification: Attributing human qualities to inanimate objects or abstract ideas. Example: "The hunger screamed inside me." Explanation: Hung

er is personified as "screaming," intensifying the reader's understanding of Vladek's suffering during the Holocaust.

- Hyperbole: An exaggerated statement for emphasis. Example: "It felt like we were waiting for a thousand years in that line." Explain

nation:
Vladek exaggerates the length of time spent waiting for food or roll call in the camps, emphasizing the psychological and physical torment of the endless waits.

- Alliteration : The repetition of consonant sounds at the beginning of word

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- Instructional Focus:

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○ Compare Vladek's experiences in Chapter 4 to a primary source (e.g., an excerpt from a Holocaust survivor's memoir).
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○ Pacin
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RL.I
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				<p><i>Writing Mini-lessons:</i></p> <ul style="list-style-type: none"> • The relationship between claims, evidence, and reasoning • Summarizing key points and emphasizing the significance of their claims in a conclusion 		
May	4	<p>L.VL.9–10.3</p> <p>L.VI.9–10.4</p> <p>RL.CI.9–10.2</p> <p>RL.IT.9–10.3</p> <p>W.IW.9–10.2</p> <p>SL.PE.9–10.1</p>	<p>SWBAT analyze how Spiegelman uses structure, visual elements, and character interactions in <i>Maus</i> to develop the themes of survival, deception, and the father-son dynamic.</p> <p>SWBAT analyze how Vladek’s</p>	<p><i>Reading Mini-lessons:</i></p> <ul style="list-style-type: none"> • Read Chapter 5 “Mouse Holes” (Pages 95–129) • Focus: Vladek’s survival tactics and the strain on his family. • Vocabulary L.VL.9-10.3 <ul style="list-style-type: none"> ○ Arya n: A term misused by the Nazis to descri 	<ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups • Station Ideas: <ul style="list-style-type: none"> • Teacher-led • IXL Recommended or Assigned Skill and 	<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments

		<p>survival tactics in the past influence his present-day habits and examine how these behaviors contribute to the theme of generational trauma, while also exploring Art's emotional response to his father's actions.</p> <p>SWBAT differentiate between literal and figurative meanings in Maus, analyzing how the title "Mouse Holes" symbolizes both a physical space and a metaphor for survival and escape in the context of the chapter.</p>	<p>be a "racially superior" group of non-Jewish Europeans.</p> <ul style="list-style-type: none"> ○ Smuggle: To move goods or people illegally into or out of a country. ○ Quarantine: A period of isolation to prevent the spread of disease or contamination. ○ Bribe: Offering money or favor 	<p>Weekly Arena Practice</p> <ul style="list-style-type: none"> • Vocabulary/Grammar Activity • Text Based Activity: Maus Visual Analysis Graphic Organizer • Writing in Response to Reading Options: 		
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SWBAT use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts within their writing.

SWBAT establish and maintain a formal, academic style in their writing to match the purpose and audience.

s to influence someone's actions illegally or dishonestly.

- Subterfuge: Deceit used to achieve one's goal or escape danger.

- Instructional Focus:

- Development of Theme RL.C I.9-10.2

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○ Character
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○ Litera
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				<p><i>Writing Mini-lessons:</i></p> <ul style="list-style-type: none"> • Using transitional words, phrases, and clauses to create cohesion. • Use of formal language and tone in writing. 			
June	1	<p>L.VL.9-10.3</p> <p>L.VI.9-10.4</p> <p>RL.C.R.9-10.1</p> <p>RL.MF.9-10.6</p> <p>W.IW.9-</p>	<p>SWBAT make inferences about what may happen in the next book of Maus using textual evidence to support their response.</p> <p>SWBAT make inferences</p>	<p><i>Reading Mini-lessons:</i></p> <ul style="list-style-type: none"> • Read Chapter 6 “Mouse Trap” (Pages 131-159) • Focus: Escalation of danger as Vladek and Anja go into hiding. • Vocabulary L.VL.9-10.3 <ul style="list-style-type: none"> ○ Auschwitz : A complex of 	<ul style="list-style-type: none"> • LHS ELA Instructional Workshop Model Suggested Activities/Groups • Station Ideas: <ul style="list-style-type: none"> • Teacher-led • IXL Recommended or 		<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments

		<p>10.2 SL.P E.9– 10.1</p> <p>about what may happen in the next book of <i>Maus</i> by using textual evidence to support their predictions .</p> <p>SWBAT analyze how betrayal influences survival in <i>Maus</i> by examining Vladek and Anja’s capture, and evaluate how Spiegelman builds suspense through Vladek’s retelling of events.</p> <p>SWBAT develop and strengthen their writing by editing with guidance from peers and adults by</p>	<p>Nazi concentration and extermination camps during World War II.</p> <ul style="list-style-type: none"> ○ Dehumanization: The process of depriving a person or group of human qualities, making them seem less than human. ○ Transit: The act of moving people or goods 	<p>Assigned Skill and Weekly Arena Practice</p> <ul style="list-style-type: none"> • Vocabulary/ Grammar Activity • Text Based Activity: Maus Visual Analysis Graphic Organizer • Writing in Response to Reading Options: 		
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		<p>examining their grammar.</p> <p>SWBAT develop and strengthen their writing by editing with guidance from peers and adults by examining their punctuation.</p>	<p>from one place to another.</p> <ul style="list-style-type: none"> ○ Betrayal: The act of being disloyal or treacherous. ○ Extinction: The complete destruction of a group, particularly in the context of genocide. <ul style="list-style-type: none"> • Figurative Language L.VI.9-10.4 <ul style="list-style-type: none"> ○ Symbolism: Using an object, character, or event to represent a 			
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				<p>deeper meaning. Example: The masks worn by characters to disguise themselves. Explanation: The masks symbolize identity and survival, as Jews often had to conceal their identities to escape persecution.</p> <ul style="list-style-type: none">• Instructional Focus:<ul style="list-style-type: none">○ Inference			
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○ Analyzing
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				<p><i>Writing Mini-lessons:</i></p> <ul style="list-style-type: none"> • Editing: Grammar • Editing: Punctuation 			
June	2	<p>RI.C R.9–10.1</p> <p>RI.CI .9–10.2</p> <p>RI.IT .9–10.3</p> <p>RI.T S.9–10.4</p> <p>RI.PP .9–10.5</p> <p>RI.M F.9–10.6</p> <p>RI.C T.9–10.8</p> <p>L.VL</p>	<p>SWBAT to demonstrate their knowledge of a fictional text by taking a benchmark assessment .</p> <p>SWBAT to demonstrate their knowledge of writing an Informative/Explanatory essay.</p> <p>SWBAT reflect on</p>	<ul style="list-style-type: none"> • Reading benchmark MP 4 • Writing benchmark MP 4 • End of MP/Year reflection 	<ul style="list-style-type: none"> • End of MP Reflection • Grade s 9-12 Informativ e/Expl anator y Essay Rubric 	<ul style="list-style-type: none"> • LinkIt! Benchmark MP 4 • End of MP/Year Reflection 	

	.9– 10.3 L.VI. 9– 10.4 W.I W.9– 10.2	their learning in reading and writing throughout marking period 4.				
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Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<ul style="list-style-type: none"> • Content Areas <ol style="list-style-type: none"> 1. Historical Context: <ul style="list-style-type: none"> ▪ The Holocaust: Understanding the historical events of the Holocaust, including key figures, locations, events, and the broader impact on Jewish communities. ▪ World War II: Basic knowledge of the war's timeline, major battles, and the political climate of the time. ▪ Post-War Trauma and Memory: Exploring the psychological and emotional impact of the Holocaust on survivors and their families, especially in the context of post-war life. 2. Graphic Novel as a Medium: <ul style="list-style-type: none"> ▪ Understanding Visual Storytelling: Analyzing how images and text work together to convey meaning, including the use of panels, gutters, and the interplay between words and visuals. 	<ul style="list-style-type: none"> • Content and Skills to Spiral from Romeo and Juliet to Maus: <ol style="list-style-type: none"> 1. Plot Structure and Narrative Arc: <ul style="list-style-type: none"> ▪ Building on Plot Structure: Just as students analyzed the narrative arc in Romeo and Juliet, they can apply this understanding to Maus. Discuss how Maus uses a non-linear narrative to juxtapose the past (Vladek’s Holocaust experiences) with the present (Art’s relationship with his father). Explore how this structure affects the reader's understanding of the story and its themes. ▪ Rising Action and Climax: Compare how tension is built and resolved in both texts. In Maus, this could involve examining how key moments of Vladek’s survival story serve as climactic points in the narrative. 2. Character Development: <ul style="list-style-type: none"> ▪ Deepening Character Analysis:

- **Symbolism in Imagery:**
Examining the use of animal characters (e.g., Jews as mice, Nazis as cats) and other symbolic elements that convey deeper meanings and themes.
- **Narrative Structure:**
Understanding the dual narrative of *Maus*—Vladek’s story of survival during the Holocaust and Art’s contemporary interactions with his father—and how these timelines interweave.

3. Themes and Motifs:

- **Survival and Trauma:**
Exploring how survival is portrayed, both physically and psychologically, and how trauma affects individuals and their relationships.
- **Guilt and Responsibility:**
Discussing themes of guilt, both survivor’s guilt and the guilt of later generations, as well as the responsibilities of memory and storytelling.
- **Identity and Dehumanization:**
Analyzing how identity is constructed and deconstructed, including the portrayal of race, ethnicity, and the effects of dehumanization.

4. Character Analysis:

- **Vladek Spiegelman:** A deep dive into the character of Vladek, exploring his experiences during the Holocaust and how they shape his behavior and relationships in the present.
- **Art Spiegelman:** Analyzing Art’s role as both a character and the author, focusing on his struggles with his father, his creative process, and his relationship with history.

The skills students used to analyze *Romeo and Juliet*’s character arcs can be applied to *Maus*. Explore how Vladek’s experiences during the Holocaust shaped his character in the present. Encourage students to consider how trauma and survival have influenced his behavior, much like they analyzed how *Romeo*’s and *Juliet*’s decisions were influenced by their circumstances.

- **Motivation and Conflict:**
Discuss the internal and external conflicts faced by characters in *Maus*, comparing them to those in *Romeo and Juliet*. How do Vladek’s motivations differ from those of *Romeo* or *Juliet*, and how are these motivations shaped by their vastly different contexts?

3. Themes:

- **Expanding on Themes:** Revisit themes from *Romeo and Juliet*, such as love, conflict, and fate, and explore their presence in *Maus*. For example, while *Romeo and Juliet* deals with the idea of fate in the context of doomed love, *Maus* explores fate in the context of survival and the randomness of life and death during the Holocaust. Both works also explore the consequences of conflict—one on a personal level, the other on a global, historical scale.
- **Memory and Trauma:** Connect the theme of memory in *Romeo and Juliet* (how characters are remembered or how they remember others) with the theme of memory and its representation in *Maus*.

5. Moral and Ethical Questions:

- **Representation of Trauma:** Discussing the ethics of representing the Holocaust in a graphic novel, including questions about accuracy, sensitivity, and the potential impact on readers.
- **Memory and Testimony:** Exploring the importance of memory, testimony, and the act of bearing witness, and how these are represented in the narrative.

Skills Development

1. Critical Reading and Interpretation:

- **Analyzing Visuals and Text:** Develop skills in analyzing the interplay between visuals and text, considering how the combination of these elements creates meaning.
- **Interpreting Symbolism:** Practice identifying and interpreting symbols, metaphors, and motifs in the graphic novel, particularly the animal representations and the use of black-and-white imagery.

2. Historical Analysis:

- **Contextualizing the Narrative:** Develop the ability to contextualize the events and experiences depicted in *Maus* within the broader historical framework of the Holocaust and World War II.
- **Cross-Referencing Historical Events:** Encourage students to cross-reference the narrative with historical sources to deepen their understanding of the events described.

Discuss how both texts handle the preservation of memory and the implications for the characters.

4. Literary Devices:

- **Literary Devices and Symbolism:** Build on students' familiarity with metaphor, symbolism, and irony from *Romeo and Juliet* by exploring how these devices are used in *Maus*. For example, discuss the symbolism of the animal characters and how this visual metaphor adds layers of meaning to the narrative, much like the use of metaphorical language in Shakespeare's play.
- **Irony and Symbolism:** Compare the use of irony in both texts. For instance, consider how the tragic irony in *Romeo and Juliet* contrasts with the bitter, historical irony found in *Maus*.

5. Narrative Techniques:

- **Narrative Techniques and Rhythm:** The focus on rhythm and pacing in *Romeo and Juliet* can transition into a discussion of pacing and narrative techniques in *Maus*. Analyze how the visual layout of the graphic novel—such as panel size, the use of gutters, and page composition—controls the pacing of the story, much like Shakespeare's rhythm controls the flow of dialogue.
- **Dialogue and Tension:** Compare the use of dialogue in both works. In *Romeo and Juliet*, dialogue often heightens emotional tension, while in *Maus*, dialogue serves both to recount historical

3. Narrative Structure Analysis:

- **Understanding Dual Narratives:** Analyze how the dual narratives of past and present interact, exploring the effects of this structure on the reader's understanding of the characters and themes.
- **Temporal Shifts:** Examine how temporal shifts are managed in the narrative and their impact on pacing, tension, and emotional resonance.

4. Thematic Exploration:

- **Connecting Themes to Personal Experiences:** Encourage students to explore how the themes in *Maus* relate to broader human experiences, such as trauma, memory, and identity, and to consider personal connections to these themes.
- **Comparative Analysis:** Compare the themes in *Maus* with those in other Holocaust literature or narratives of trauma and survival.

5. Ethical Reflection and Discussion:

- **Discussing Ethical Issues:** Engage in discussions about the ethical considerations in representing historical trauma, including the responsibilities of artists and authors in depicting such events.
- **Reflecting on Memory and Representation:** Encourage students to reflect on the role of memory in personal and collective identity and the challenges of representing it in different media.

events and to reveal the complexities of father-son relationships.

6. Audience Engagement:

- **Engaging the Audience through Visual and Verbal Language:** Discuss how both Shakespeare and Spiegelman engage their audiences, albeit through different mediums. In *Romeo and Juliet*, the rhythm of the language draws in the audience, while in *Maus*, the combination of visual and verbal storytelling creates a powerful emotional impact.
- **Emotional and Intellectual Engagement:** Encourage students to compare how they felt emotionally and intellectually engaged by both texts, considering the different ways each work connects with its audience.

Suggested Activities to Connect the Units:

1. Comparative Analysis:

- Assign a comparative analysis where students explore how both *Romeo and Juliet* and *Maus* handle themes of fate, conflict, and memory, focusing on the different narrative techniques each author uses.

2. Creative Projects:

- Have students create a visual representation of a scene from *Romeo and Juliet* in the style of *Maus*, emphasizing how visual elements can enhance the storytelling.

3. Discussion and Reflection:

<p>6. Creative Expression:</p> <ul style="list-style-type: none"> ▪ Graphic Novel Creation: Encourage students to experiment with creating their own short graphic stories, focusing on how to use visual elements to convey complex themes and emotions. ▪ Writing Analytical Essays: Develop skills in writing analytical essays that explore the thematic, historical, and narrative aspects of Maus. <p>7. Discussion and Debate:</p> <ul style="list-style-type: none"> ▪ Facilitating Discussions: Encourage students to engage in thoughtful discussions and debates about the content of Maus, considering different perspectives and interpretations. ▪ Expressing Opinions: Develop skills in articulating and defending personal viewpoints on the ethical, thematic, and narrative aspects of the text. 	<ul style="list-style-type: none"> ▪ Facilitate discussions where students reflect on how their understanding of narrative and character development from Rome and Juliet informs their reading of Maus. What similarities and differences do they notice in how each text tells its story?
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Career Readiness, Life Literacies, and Key 21st Century Skills

WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

TECH.9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.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 (e.g., 7.1.AL.IPERS.6).
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML	Information and Media Literacy
TECH.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., NJLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections

MATH.K-12.1	Make sense of problems and persevere in solving them
MATH.K-12.2	Reason abstractly and quantitatively
MATH.K-12.3	Construct viable arguments and critique the reasoning of others
MATH.K-12.5	Use appropriate tools strategically
MATH.K-12.6	Attend to precision
MATH.K-12.7	Look for and make use of structure
SOC.6.2.5	The 20th Century Since 1945: Challenges for the Modern World
SOC.6.2.12.CivicsPI.5.a	Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
SOC.6.2.12.CivicsHR.5.a	Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
SOC.6.2.12.HistoryCC.5.a	Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
SOC.6.2.12.GeoPP.5.a	Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
SOC.6.2.12.GeoGI.5.a	Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
SOC.6.2.12.CivicsPI.6.a	Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
SOC.6.2.12.CivicsHR.6.a	Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

SOC.6.2.12.EconGE.6.a	Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.
SOC.6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
SOC.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.
SOC.6.3.12.GeoGI.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
SOC.6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
WL.IL.7.1.IL.IPERS.2	Ask and respond with appropriate comments and questions to factual and personal questions on familiar topics relating to daily life.
WL.IL.7.1.IL.IPRET.1	Restate and describe the main idea and some details from informational and fictional texts (e.g., articles, blogs, TV programs, radio, video clips, podcasts) from other subject areas and products from the target culture(s).
WL.IL.7.1.IL.IPRET.3	Compare and contrast the use of verbal and non-verbal etiquette (i.e., the use of gestures, intonation, and cultural practices) in the target culture(s) and in one's own culture.
WL.IL.7.1.IL.IPRET.4	Infer the meaning of some unfamiliar words and ideas in some new contexts.
WL.IL.7.1.IL.IPRET.5	Compare and contrast some unique linguistic elements in English and the target language.