

# LHS English 9 Unit 2

Content Area: **ELA**  
Course(s):  
Time Period: **MP2**  
Length:  
Status: **Published**

## Unit Overview

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**Theme:** Exploring Real-World Issues Through Research

**Benchmark Text Focus:** Informational

**Anchor Text:** Informational Research on Elizabethan England and Italy

**Writing Genre Focus:** Research Essay Writing

## Targeted ELA Standards

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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.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.
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.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.
ELA.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).
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



	Time		Time		Time		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 theme “*Exploring Real-World Issues Through Research*” invites students to develop critical academic skills while investigating how historical and cultural contexts influence human behavior, societal structures, and enduring global issues. By researching Elizabethan England and Renaissance Italy—two rich historical periods shaped by power dynamics, social hierarchies, and cultural evolution—students gain a deeper understanding of the complexities that shape societies across time and space.

Grounding this work in **informational texts** allows students to develop analytical reading skills necessary for navigating nonfiction sources. Students learn to extract central ideas, evaluate credibility, and synthesize perspectives across multiple texts. These skills are essential not only for academic achievement but also for becoming informed citizens capable of evaluating real-world problems with nuance and accuracy.

The writing component of this unit emphasizes the **research essay** as a key genre for academic and civic discourse. Students learn to develop focused research questions, construct evidence-based arguments, and write in a formal, objective tone. In doing so, they practice the kind of thinking and communication valued in higher education and the workplace.

Moreover, comparing the structures and issues of Elizabethan England and Italy provides students with opportunities to examine universal themes—such as power, gender, identity, and justice—through a historical lens in preparation for the next unit on *Romeo and Juliet*. This not only deepens their content knowledge but also strengthens their ability to connect past and present, building empathy, perspective, and critical awareness.

Ultimately, this unit empowers students to see research as a meaningful tool for understanding the world around them. They don’t just study history—they use it to analyze real-world issues, ask better questions, and develop their voices as thoughtful, informed writers and thinkers.

## Enduring Understandings

Content Specific	Skills Specific
<ul style="list-style-type: none"><li>▪ <b>Historical and Cultural Relevance:</b> Students will understand that exploring Elizabethan England and historical Italy reveals how politics, religion, family roles, and class structure influenced daily life and decision-making. Additionally, students will explore how individuals' lives in Elizabethan England and Renaissance Italy were shaped by systems like monarchy, patriarchy, and religion—and how similar systems still shape lives today.</li><li>▪ <b>Conveying Universal Human Experiences:</b> Students will understand that by researching historical societies, we can draw connections to contemporary issues such as gender roles, power struggles, economic disparity, or justice systems. Additionally, they can identify recurring human challenges as well as culturally unique responses to those challenges.</li><li>▪ <b>Informed Research Writing Creation:</b> Students will understand that effective research involves critically reading multiple sources to develop an informed and nuanced perspective on a topic. Additionally, students will understand that research-based writing allows them to build arguments, inform audiences, and demonstrate connections between historical and modern concerns.</li><li>▪ <b>Enhanced Critical Thinking and Empathy:</b> Students will understand that studying the lives of people from the past fosters a more thoughtful, reflective approach to analyzing today's social and ethical issues.</li></ul>	<ul style="list-style-type: none"><li>▪ <b>Clear Inquiry and Focused Questions:</b> Students will understand that strong research starts with a compelling, focused question that guides investigation and purpose.</li><li>▪ <b>Identifying Central Ideas and Author Intent:</b> Students will understand how to extract main ideas and supporting details from informational texts and evaluate how those ideas contribute to understanding a topic or issue.</li><li>▪ <b>Evaluating Sources:</b> Students will understand how to assess a source's credibility, relevance, and bias in order to build a trustworthy foundation for their research.</li><li>▪ <b>Synthesizing Information from Multiple Sources:</b> Students will understand how to combine information from various texts and perspectives to develop a comprehensive, nuanced view of a topic.</li><li>▪ <b>Utilizing Strong Organization, Structure, and Clarity:</b> Students will understand that effective research essays are structured with a clear thesis, coherent paragraphs, logical transitions, and well-integrated evidence.</li><li>▪ <b>Using Tone, Language, and Voice to Convey Information Effectively:</b> Students will understand that informative research writing should maintain formality and clarity while avoiding bias or overly emotional language.</li><li>▪ <b>Proper Citation and Source Integration:</b> Students will understand the importance of paraphrasing, quoting, and citing sources correctly to acknowledge authorship and strengthen their own arguments.</li><li>▪ <b>The Research Writing Process:</b> Students will understand that research writing improves through revision and reflection, which help clarify ideas, strengthen arguments, and refine language.</li></ul>

## Essential Questions

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Content Specific	Skills Specific
<ul style="list-style-type: none"><li>▪ How did the political, religious, and cultural structures of Elizabethan England and Renaissance Italy influence people's lives?</li><li>▪ In what ways do historical societies reflect the same social issues we face today?</li><li>▪ How did gender, class, and power influence people's roles and choices in Elizabethan England and Italy—and how do those influences persist today?</li><li>▪ What similarities and differences can we find between Elizabethan England and Italy in how they addressed common human challenges?</li><li>▪ How can we use informational sources to understand and explain a real-world issue from multiple angles?</li><li>▪ How does learning about people from the past help us understand people and problems in the present?</li><li>▪ How can we write research essays that connect historical context to modern-day concerns in clear, meaningful ways?</li></ul>	<ul style="list-style-type: none"><li>▪ What makes a research question meaningful and manageable?</li><li>▪ How can our questions guide the direction and depth of our research?</li><li>▪ How can we identify the central ideas in a text and explain how the author supports them?</li><li>▪ Why is it important to understand an author's purpose when analyzing informational texts?</li><li>▪ How can we tell if a source is credible, relevant, and unbiased?</li><li>▪ Why does the quality of our sources matter when writing a research paper?</li><li>▪ How do we combine information from different sources to build a strong, informed perspective?</li><li>▪ What strategies help us organize and connect information from various texts?</li><li>▪ What structure and strategies help writers clearly communicate research findings?</li><li>▪ How does organization affect how readers understand a research essay?</li><li>▪ What tone and language should we use when writing about real-world issues?</li><li>▪ How do we maintain objectivity and clarity in our writing?</li><li>▪ How do we correctly incorporate and credit sources in a research essay?</li><li>▪ Why is citation important for academic honesty and credibility?</li></ul>

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|  | <ul style="list-style-type: none"><li>▪ How does revision help improve the clarity, logic, and impact of our writing?</li><li>▪ What strategies make our research writing stronger during the editing process?</li></ul> |
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## **Key Resources**

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- [Background Research Paper and Project](#)
- Librarian Led Instruction on Research
- Informative Research Texts on Elizabethan England and Italy
- Authoritative sites on topics

### **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**

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- [Research Paper Instructions and Activities](#)
- 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](#)

Ways to integrate fictional text in this unit:

- Use a fictional text as a hook or paired text - For example, begin the unit with a short story, novel excerpt, or narrative poem that introduces a theme or topic that students will later explore through research.
- Researching real-world issues in fiction - For example, choose a fictional text that touches on social, historical, or ethical issues, and have students research the real-world counterpart.

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](#)

**Skills, Content, Activity, Assessment**

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
November	3-4	SL.PE.9-10.1 SL.AS.9-10.6 L.KL.9-10.2 RI.CR.9-10.1 RL.CR.9-10.1 RI.CI.9	SWBAT demonstrate their knowledge of informational reading by taking a pre-assessment.	<ul style="list-style-type: none"> <li>• Reading Pre-assessment</li> <li>• Introduce paper and project</li> <li>• Research walk through in library</li> <li>• Research informative topics</li> </ul> <ul style="list-style-type: none"> <li>• <b>Mini-Lesson:</b> <ul style="list-style-type: none"> <li>○ Model</li> </ul> </li> </ul>	<a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Informative Research Texts</li> <li>• Research Databases</li> </ul>	<ul style="list-style-type: none"> <li>• LinkIt! pre-assessment - reading</li> <li>• Mini-Lesson Work</li> <li>• Mini Stati</li> </ul>

		<p>-10.2 RI.IT.9-10.3 RI.TS.9 -10.4 RI.PP.9 -10.5 RI.MF.9-10.6 RI.CT.9 -10.8</p>	<p>SWBAT gather relevant information from credible informational sources.</p> <p>SWBAT synthesize information from multiple sources to develop a comprehensive understanding of the topic.</p> <p>SWBAT develop a focused research question that guides investigation.</p> <p>SWBAT evaluate the reasoning and evidence used to support an author's claims, identifying strengths</p>	<p>evaluating a source using the CRAAP test (Currency, Relevance, Authority, Accuracy, Purpose).</p> <ul style="list-style-type: none"> <li>○ Show two short sources on the same topic—one reliable (e.g., JSTOR article) and one questionable (e.g., biased blog)—and compare.</li> <li>○ <b>Activity:</b> <ul style="list-style-type: none"> <li>▪ Students apply a credibility checklist to 2–3 potential sources</li> </ul> </li> </ul>			<p>ons Quiz zes</p> <ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>
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		<p>and weaknesses in logic or support.</p> <p>SWBAT determine an author's point of view or purpose and evaluate how it shapes the content and style of a text.</p> <p>SWBAT determine and explain the central ideas of an informational text and how they develop over the course of the text.</p>	<p>s related to their research question.</p> <ul style="list-style-type: none"> <li>▪ Create a "Source Tracker" chart where students log source title, author, type, credibility score, and relevance</li> </ul>		
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• **Mini-Lesson:**

○ Teach the difference between broad, narrow, and researchable questions (e.g., “What was life like in Italy?” vs. “How did gender roles affect women’s education in Renaissance Italy?”).

○ Use the QFT (Question Formulation Technique) to help students generate and refine questions.

○ **Activity:**

▪ Students draft 2–3 possible

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		<p>SL.PE. 9–10.1</p> <p>SL.AS. 9–10.6</p> <p>L.KL.9 –10.2</p> <p>RI.CR. 9-10.1</p> <p>RL.CR. 9-10.1</p> <p>RI.CI.9 -10.2</p> <p>RI.IT.9-10.3</p> <p>RI.TS.9 -10.4</p> <p>RI.PP.9 -10.5</p> <p>RI.MF. 9-10.6</p> <p>RI.CT.9 -10.8</p> <p>W.RW. 9–10.7</p>	<p>SWBAT demonstrate 9th grade policies and procedures.</p> <p>SWBAT identify the characteristics of a good reader.</p> <p>SWBAT demonstrate their knowledge of writing by taking a pre-assessment.</p>	<p>• <b>Mini-Lesson:</b></p> <ul style="list-style-type: none"> <li>○ Introduce terms: claim, reasoning, evidence, bias, fallacy.</li> <li>○ Analyze a short excerpt where the author presents a claim and backs it up—highlight strong reasoning vs. weak or unsupported points.</li> <li>○ <b>Activity:</b> <ul style="list-style-type: none"> <li>▪ Give students 1–2 sho</li> </ul> </li> </ul>	<p><a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></p>	<ul style="list-style-type: none"> <li>• Library</li> <li>• Informative Research Texts</li> <li>• Research Databases</li> <li>• Writing Pre-Assessment</li> <li>• <a href="#">Essay Rubric</a></li> </ul>	<ul style="list-style-type: none"> <li>• Writing pre-assessment</li> <li>• Mini-Lesson Work</li> <li>• Mini Stations Quiz zes</li> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>

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• **Mini-Lesson:**

○ Compare two sources on the same topic (e.g., Elizabethan women's roles) with different tones or purposes (informative vs. persuasive).

○ Discuss how word choice, tone, and structure reflect purpose and point of view.

○ **Activity:**

▪ Students identify the purpose (to inform, persuade

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• **Mini-Lesson:**

○ Teach the strategy of chunking the text into sections (intro, body, conclusion) and summarizing each.

○ Model finding topic sentences, repeated ideas, and concluding statements .

○ **Activity:**

▪ Students read each of their source

				<p>s in 3 chu nks .</p> <ul style="list-style-type: none"><li>▪ Aft er eac h chu nk, wri te a one - sen ten ce su m ma ry.</li><li>▪ At the end , ide ntif y the cen tral ide a and ho w it wa s dev elo ped thr ou gh out the tex</li></ul>			
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December	1-2	<p>L.SS.9-10.1</p> <p>L.KL.9-10.2</p> <p>L.VL.9-10.3</p> <p>L.VI.9-10.4</p> <p>RL.CR.9-10.1</p> <p>RI.CR.9-10.1</p> <p>SL.PE.9-10.1</p> <p>SL.II.9-10.2</p> <p>SL.ES.9-10.3</p> <p>SL.AS.9-10.6</p>	<p>SWBAT apply proper grammar and sentence structure in writing to clearly express research findings.</p> <p>SWBAT use correct capitalization, punctuation, and spelling in research essay and citations.</p> <p>SWBAT use language purposefully to achieve a formal and academic tone in my writing.</p> <p>SWBAT determine the meaning of discipline-specific</p>	<p>• <b>Mini-Lesson:</b></p> <ul style="list-style-type: none"> <li>○ Review complex sentence structures common in research writing (e.g., compound-complex sentences, use of subordinate clauses).</li> <li>○ Model correcting common grammar mistakes (subject-verb agreement, parallelism).</li> <li>○ <b>Activity:</b> <ul style="list-style-type: none"> <li>▪ Students rewrite a poorly constructed paragraph from a</li> </ul> </li> </ul>	<p><a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></p>	<ul style="list-style-type: none"> <li>• Informative Research Texts</li> <li>• Research Databases</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> <li>• Mini-Lesson Work</li> <li>• Mini Stations Quizzes</li> </ul>

words and phrases in historical and informational texts about Elizabethan England and Italy.

research essay draft, improving clarity and grammar.

- **Mini-Lesson:**

- Compare informal vs. formal writing samples. Identify characteristics of formal academic language (precise vocabulary, objective tone, no contractions).

- **Activity:**

- Re writing informal sentences

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- **Mini-Lesson:**

- Teach context clues strategies for vocabulary (definition, synonym, antonym, example context clues).
- Provide a list of key domain-specific words (e.g., “patriarchy,” “humanism,” “monarchy

				<p>”).</p> <ul style="list-style-type: none"> <li>○ <b>Activity:</b> <ul style="list-style-type: none"> <li>▪ Students annotate a text passage, defining and explaining key vocabulary in their own words.</li> </ul> </li> </ul>			
<p>L.SS.9-10.1</p> <p>L.KL.9-10.2</p> <p>L.VL.9-10.3</p> <p>L.VI.9-10.4</p> <p>RL.CR.</p>	<p>SWBAT cite strong and thorough textual evidence to support analysis of primary and secondary</p>	<ul style="list-style-type: none"> <li>• <b>Mini-Lesson:</b> <ul style="list-style-type: none"> <li>○ Model how to identify strong evidence (facts, statistics, expert opinions) and integrate it smoothly</li> </ul> </li> </ul>	<p><a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></p>	<ul style="list-style-type: none"> <li>• Informative Research Texts</li> <li>• Research Databases</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> <li>• Mini-Lesson</li> </ul>		

	<p>9-10.1</p> <p>RI.CR. 9-10.1</p> <p>SL.PE. 9-10.1</p> <p>SL.II.9-10.2</p> <p>SL.ES. 9-10.3</p> <p>SL.AS. 9-10.6</p>	<p>sources.</p> <p>SWBAT participate in academic discussions by asking questions, building on others' ideas, and expressing his/her own clearly and persuasively.</p> <p>SWBAT integrate and evaluate information from charts, articles, and media to support research topic.</p> <p>SWBAT evaluate a speaker's arguments, identifying logical reasoning, emotional appeals, and evidence</p>	<p>with commentary.</p> <ul style="list-style-type: none"> <li>○ Model appropriate way to cite information both in text and on a Works Cited page.</li> <li>○ <b>Activity:</b> <ul style="list-style-type: none"> <li>▪ Students select quotes from provided texts and write a paragraph using evidence with proper citations.</li> <li>▪ Stu</li> </ul> </li> </ul>			<p>Work</p> <ul style="list-style-type: none"> <li>• Mini Stations Quizzes</li> </ul>
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• **Mini-Lesson:**

- Model synthesizing data from different formats (text, charts, videos).

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- **Mini-Lesson:**

- Compare examples of formal presentations vs. casual conversations on the same topic.

- **Activity:**

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				<p>den ts pre par e a bri ef ora l exp lan ati on of the ir res ear ch for tw o aud ien ces — pee rs (inf or ma l) and tea che rs/c om mu nit y me mb ers (fo rm al).</p>			
3-4	L.SS.9-10.1 L.KL.9-10.2	SWBAT apply standard grammar	<ul style="list-style-type: none"> <li>• <b>Mini Lesson:</b> <ul style="list-style-type: none"> <li>○ Compare casual vs.</li> </ul> </li> </ul>	<a href="#">LHS ELA Instructional Workshop</a>	<ul style="list-style-type: none"> <li>• Informative Researc</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested</a></li> </ul>	

		<p>L.VL.9-10.3 L.VI.9-10.4 RL.CR.9-10.1 RI.CR.9-10.1 SL.PE.9-10.1 SL.II.9-10.2 SL.ES.9-10.3 SL.AS.9-10.6</p>	<p>rules to construct clear, coherent sentences in my research writing.</p> <p>SWBAT demonstrate command of correct capitalization, punctuation, and spelling in formal writing, including citations and titles.</p> <p>SWBAT use formal, precise language to enhance clarity and professionalism in my research essay.</p> <p>SWBAT determine the meaning of discipline-specific and</p>	<p>formal tone using example paragraphs</p> <ul style="list-style-type: none"> <li>○ <b>Activity:</b> <ul style="list-style-type: none"> <li>▪ Re write informal sentences into formal academic language</li> </ul> </li> <li>• <b>Mini Lesson:</b> <ul style="list-style-type: none"> <li>○ Model how to embed direct quotes and paraphrase evidence with MLA citations</li> </ul> </li> <li>○ <b>Activity:</b> <ul style="list-style-type: none"> <li>▪ Textual evidence scavenger</li> </ul> </li> </ul>	<p><a href="#">Model Suggested Activities/Groups</a></p>	<p>h Texts</p> <ul style="list-style-type: none"> <li>• Research Databases</li> </ul>	<p><a href="#">Formative Reading Assessments</a></p> <ul style="list-style-type: none"> <li>• Mini-Lesson Work</li> <li>• Mini Stations Quizzes</li> </ul>
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		<p>context-specific vocabulary related to Elizabethan and Italian history using context clues and reference materials.</p> <p>SWBAT cite strong and relevant textual evidence from informational sources to support my analysis, claims, and research findings.</p> <p>SWBAT engage in collaborative discussions, asking questions, building on others' ideas, and clearly presenting my own insights.</p>	<p>ger hunt using annotated sources</p> <ul style="list-style-type: none"> <li>• <b>Mini Lesson:</b> <ul style="list-style-type: none"> <li>○ Practice using sentence starters for agreeing, disagreeing, or adding on in academic discussion</li> <li>○ <b>Activity:</b> <ul style="list-style-type: none"> <li>▪ Structured small-group discussion about gender roles in Elizabethan</li> </ul> </li> </ul> </li> </ul>		
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				society			
		<p>L.SS.9-10.1 L.KL.9-10.2 L.VL.9-10.3 L.VI.9-10.4 RL.CR.9-10.1 RI.CR.9-10.1 SL.PE.9-10.1 SL.II.9-10.2 SL.ES.9-10.3 SL.AS.9-10.6</p>	<p>SWBAT engage in collaborative discussions, asking questions, building on others' ideas, and clearly presenting my own insights.</p> <p>SWBAT integrate information from diverse sources (articles, graphics, media) to build understanding of real-world topics connected to the Elizabethan and Italian contexts.</p> <p>SWBAT evaluate a speaker's reasoning, identify bias, and analyze the</p>	<p>• <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>○ Use a graphic organizer to compare/contrast perspectives from different sources</li> <li>○ <b>Activity:</b> <ul style="list-style-type: none"> <li>▪ “Jigsaw” research groups : each group studies a different source and teaches it to peers</li> </ul> </li> </ul> <p>• <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>○ Review</li> </ul>	<p><a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></p>	<ul style="list-style-type: none"> <li>• Informative Research Texts</li> <li>• Research Databases</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> <li>• Mini-Lesson Work</li> <li>• Mini Stations Quizzes</li> </ul>

			strength of their claims and evidence.	elements of strong oral delivery (eye contact, tone, pacing, gestures)			
				<ul style="list-style-type: none"> <li>○ <b>Activity:</b> <ul style="list-style-type: none"> <li>▪ Practice presenting research questions and findings in small groups for feedback</li> </ul> </li> </ul>			
January	1-2	RL.CR. 9-10.1 RI.CR. 9-10.1 W.IW.9-10.2 W.RW. 9-10.7 SL.PE. 9-10.1 SL.II.9-10.2	SWBAT cite strong and thorough textual evidence to support analysis of informational	<ul style="list-style-type: none"> <li>• <b>Mini Lesson:</b> <ul style="list-style-type: none"> <li>○ Introduce the characteristics of strong research questions (open-ended, specific,</li> </ul> </li> </ul>	<a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a>	<ul style="list-style-type: none"> <li>• Informative Research Texts</li> <li>• Research Databases</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> <li>• Mini-</li> </ul>

		<p>SL.ES. 9-10.3 SL.AS. 9-10.6</p>	<p>texts.</p> <p>SWBAT distinguish between facts, claims, and opinions in an informational research text.</p> <p>SWBAT develop a focused research question related to the assigned topic.</p> <p>SWBAT gather relevant, credible information from multiple sources and synthesize it into a coherent research essay.</p> <p>SWBAT use appropriate academic voice, transition</p>	<p>relevant).</p> <ul style="list-style-type: none"> <li>○ Model turning a theme (e.g., “public health in Elizabethan times”) into a focused question.</li> <li>○ <b>Activity:</b> <ul style="list-style-type: none"> <li>▪ Students draft 2–3 research questions about the assigned topic; peer feedback and revision follow.</li> </ul> </li> </ul> <p>• <b>Mini Lesson:</b></p>			<p>Less on Work</p> <ul style="list-style-type: none"> <li>• Mini Stations Quizzes</li> </ul>
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		<p>s, and structure in research writing.</p> <p>SWBAT participate effectively in group discussions about historical and contemporary real-world issues.</p>	<ul style="list-style-type: none"> <li>○ Review the CRAAP test (Currency, Relevance, Authority, Accuracy, Purpose).</li> <li>○ Review MLA citation models.</li> <li>○ <b>Activity:</b> <ul style="list-style-type: none"> <li>▪ Students examine sources about the topic, rate each using CRAAP, and write a citation for one .</li> <li>▪ Stu den</li> </ul> </li> </ul>		
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- **Mini Lesson:**

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				<p>organizer for the research paper, including the thesis, topic sentences, and supporting evidence.</p>			
		<p>RL.CR. 9-10.1 RI.CR. 9-10.1 W.WP. 9-10.4 SL.PE. 9-10.1 SL.II.9-10.2 SL.ES. 9-10.3 SL.AS. 9-10.6</p>	<p>SWBAT revise writing to improve clarity, organization, and evidence.</p> <p>SWBAT integrate information from diverse sources while avoiding plagiarism and following</p>	<ul style="list-style-type: none"> <li>• <b>Mini Lesson:</b> <ul style="list-style-type: none"> <li>○ Teach presentation techniques (posture, pacing, visual aids, tone).</li> <li>○ Review project rubric and model a brief example.</li> <li>○ <b>Activity:</b> <ul style="list-style-type: none"> <li>▪ Student</li> </ul> </li> </ul> </li> </ul>	<p><a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></p>	<ul style="list-style-type: none"> <li>• Informative Research Texts</li> <li>• Research Databases</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> <li>• Mini-Lesson Work</li> <li>• Mini Stations Quizzes</li> </ul>

		<p>citation rules.</p> <p>SWBAT evaluate a speaker's reasoning, identifying fallacious or unsupported claims.</p> <p>SWBAT adapt speech and tone for different audiences and tasks, including formal presentations of research.</p> <p>SWBAT cite strong and thorough textual evidence to support analysis of informational texts.</p> <p>SWBAT develop a clear and focused</p>	<p>ts pre par e a 1-2 mi nut e pre sen tati on of the ir res ear ch ess ay wit h pee r and tea che r fee dba ck</p> <p>• <b>Mini Lesson:</b></p> <ul style="list-style-type: none"> <li>○ Model using sentence stems for citations.</li> <li>○ <b>Activity:</b></li> <li>○ Students annotate a section of the anchor text and write a paragraph using two cited</li> </ul>		
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		research essay based on an assigned topic.	pieces of evidence to support a claim.			
	3-4	<p>SWBAT gather relevant and credible evidence from multiple sources to support my ideas.</p> <p>SWBAT adapt speech for a formal audience by using appropriate tone, style, and vocabulary.</p> <p>SWBAT present research findings clearly and confidently using supporting visuals or notes when needed.</p>	<ul style="list-style-type: none"> <li>• <b>Mini Lesson:</b> <ul style="list-style-type: none"> <li>○ Review essay structure (Intro, Body Paragraphs, Conclusion).</li> <li>○ Teach how to group evidence under main ideas and build topic sentences.</li> <li>○ <b>Activity:</b> <ul style="list-style-type: none"> <li>▪ Students complete a graphic organizer for their essay, including the</li> </ul> </li> </ul> </li> </ul>	<p><a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></p>	<ul style="list-style-type: none"> <li>• Informative Research Texts</li> <li>• Research Databases</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> <li>• Mini-Lesson Work</li> <li>• Mini Stations Quizzes</li> </ul>

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				te a paragraph using both paraphrased and quoted evidence from two sources with correct in-text citations.		
L.VL.9-10.3 L.VI.9-10.4 RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.TS.9	SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessme	<ul style="list-style-type: none"> <li>• Reading benchmark MP 2</li> <li>• Writing benchmark MP 2</li> <li>• End of MP reflection</li> <li>• Creating SMART goals</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Essay Rubric</a></li> <li>• <a href="#">End of MP Reflection</a></li> </ul>	<ul style="list-style-type: none"> <li>• LinkIt! Benchmark MP 2</li> <li>• End of MP Reflection</li> </ul>		

	-10.4 RI.PP.9 -10.5 RI.MF. 9-10.6  RI.AA. 9-10.7 RI.CT.9 -10.8  W.IW.9 -10.2  W.WR. 9-10.5  W.RW. 9-10.7	nt.   SWBAT reflect on their learning in reading and writing througho ut marking period 2 by creating SMART goals.				
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## Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<ul style="list-style-type: none"> <li>▪ <b>Reading Informational Texts</b> <ul style="list-style-type: none"> <li>• <i>Content Focus:</i> <ul style="list-style-type: none"> <li>○ Understanding how real-world issues are presented in historical and cultural contexts.</li> <li>○ Engaging with informational texts that explore issues such as public health, education, class, gender, and governance in Elizabethan England and Renaissance Italy.</li> </ul> </li> <li>• <i>Skills Developed:</i> <ul style="list-style-type: none"> <li>○ Making inferences and drawing conclusions</li> <li>○ Determining central ideas and</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Identifying Themes and Central Ideas:</b> Students learned to identify themes, archetypes, and central ideas in myths. Students will use this knowledge to determine central ideas in informational texts.</li> <li>▪ <b>Making Inferences:</b> Students made inferences based on textual details in mythology. Students will continue to make inferences and look for context clues based on historical and cultural context in nonfiction texts.</li> <li>▪ <b>Close Reading Strategies:</b> Students defined and practiced annotation along with finding text evidence. Students will expand and reinforce these skills, shifting from narrative to informational purpose.</li> </ul>

themes

- Analyzing the development of ideas across a text
- Comparing how different texts address similar issues

▪ **Research Skills**

• *Content Focus:*

- Investigating a real-world issue rooted in the historical context of the anchor texts.
- Locating and evaluating modern and historical sources on related issues

• *Skills Developed:*

- Developing focused, open-ended research questions
- Conducting keyword-based searches
- Evaluating credibility and relevance of sources (e.g., using CRAAP test)
- Synthesizing information from multiple sources
- Avoiding plagiarism and correctly citing sources (MLA)

▪ **Writing: Research Essay**

• *Content Focus:*

- Writing a multi-paragraph research-based essay on a real-world issue
- Connecting past and present perspectives using evidence

• *Skills Developed:*

- Crafting a clear thesis

▪ **Citing Evidence:** Students cited evidence to support interpretations of mythical themes and character traits. Students will continue to cite textual evidence to support analysis of historical topics.

▪ **Grounding Ideas with Textual Evidence:** Students learned to find evidence within the myths to support their opinions and beliefs about the myths. Students will emphasize the habit of grounding ideas in textual evidence, now applied to informational rather than fictional texts.

▪ **Writing Structure and Organization:** Students planned and wrote a well-structured narrative (exposition, rising action, climax, etc.) with logical sequences and transitions in storytelling. Students will now structure a research essay (introduction, thesis, body paragraphs, conclusion) using logical transitions to link claims and evidence.

▪ **Voice and Style:** Students developed using a narrative voice, dialogue, and tone appropriate to myth and experimented with figurative language and sensory details. Students will transition from creative style to academic voice while maintaining clarity, tone, and purposeful word choice using formal, academic tone and precise vocabulary and adjusting tone for audience and purpose in research writing and presentations.

▪ **Classroom Discussions:** Students shared original myths or retellings orally and participated in literature circles or discussions about mythological themes. Students will build on oral communication foundations—now with a shift toward academic discussion and research-based presentations. They will present research findings formally and participate in structured discussions about historical and current real-world issues.

statement

- Organizing ideas logically with clear transitions
- Integrating paraphrased and quoted evidence from multiple sources
- Using formal tone, style, and conventions appropriate to academic writing
- Revising and editing for clarity, coherence, and correctness (W.WP.9-10.4)

▪ **Speaking and Listening: Academic Discussions and Presentations**

• *Content Focus:*

- Sharing and presenting research findings
- Engaging in peer discussions to explore multiple perspectives on real-world issues

• *Skills Developed:*

- Participating in structured academic discussions using evidence (SL.PE.9-10.1)
- Synthesizing spoken and written information (SL.II.9-10.2)
- Evaluating speaker's reasoning and evidence (SL.ES.9-10.3)
- Adapting speech to audience and purpose (SL.AS.9-10.6)
- Creating and using visual or digital aids to enhance presentations

▪ **Critical Thinking and Real-World Connections**

<ul style="list-style-type: none"> <li>• <i>Content Focus:</i> <ul style="list-style-type: none"> <li>○ Drawing connections between historical issues and contemporary challenges</li> <li>○ Engaging with interdisciplinary content (e.g., history, politics, health, ethics)</li> </ul> </li> <li>• <i>Skills Developed:</i> <ul style="list-style-type: none"> <li>○ Comparing and contrasting past and present societal structures</li> <li>○ Evaluating the impact of real-world issues across time and geography</li> <li>○ Applying academic research to modern global or local issues</li> </ul> </li> </ul>	
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## **Career Readiness, Life Literacies, and Key 21st Century Skills**

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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	Critical Thinking and Problem-solving
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.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC	Digital Citizenship

TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
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).

## **Interdisciplinary Connections**

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How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

TH.9-12.1.4.12adv.Cr1	Generating and conceptualizing ideas.
MATH.K-12.3	Construct viable arguments and critique the reasoning of others
TH.9-12.1.4.12adv.Cr1a	Synthesize knowledge from a variety of theatrical conventions and technologies to create the visual composition of devised or scripted theatre work.
TH.9-12.1.4.12adv.Cr1c	Integrate dramaturgical analysis with personal experiences to create a character that is believable and authentic.
TH.9-12.1.4.12adv.Cr2	Organizing and developing ideas.
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
TH.9-12.1.4.12adv.Cr2a	Collaborate as a creative team to make informative and analytical choices for devised or scripted theatre work.
TH.9-12.1.4.12adv.Cr2b	Collaborate as a creative team to make original artistic choices in devised or scripted theatre work.
TH.9-12.1.4.12adv.Cr3	Refining and completing products.
TH.9-12.1.4.12adv.Cr3a	Explore physical, vocal and psychological characteristics to create a multidimensional character that is believable and authentic in devised or scripted theatre work.
TH.9-12.1.4.12adv.Cr3b	Transform devised or scripted theatre work using the rehearsal process to re-imagine style, genre, form, and theatrical conventions.
MA.K-2.1.2.2.Pr4b	Practice combining varied academic, arts and media content to form media artworks.
MA.K-2.1.2.2.Pr5c	Discover, experiment with and demonstrate creative skills for media artworks.
SCI.HS.LS2.A	Interdependent Relationships in Ecosystems
SCI.HS-LS2-2	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
SCI.HS-LS3	Heredity: Inheritance and Variation of Traits
SCI.HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
SCI.HS-LS4	Biological Evolution: Unity and Diversity
SCI.HS-LS4-1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

SCI.HS-LS4-2	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
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.CivicsHR.6.b	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
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.
SCI.HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
SOC.6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
SCI.HS-LS4-6	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
SCI.HS-ESS3	Earth and Human Activity
SCI.HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
SCI.HS-ESS3-6	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity (i.e., climate change).