

LHS English 9 Unit 2

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

Unit Overview

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

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.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.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.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
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.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.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.

ELA.SL.PI.9–10.4

Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

ELA.SL.UM.9–10.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

ELA.SL.AS.9–10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

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

Day Nine		Day Ten	
Writing Focus			
Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 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">▪ Historical and Cultural Relevance: 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	<ul style="list-style-type: none">▪ Clear Inquiry and Focused Questions: Students will understand that strong research starts with a compelling, focused question that guides investigation and purpose.▪ Identifying Central Ideas and Author Intent: Students will understand how to extract main ideas and supporting details from informational texts and evaluate how those ideas contribute to understanding a

<p>lives today.</p> <ul style="list-style-type: none"> ▪ Conveying Universal Human Experiences: 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. ▪ Informed Research Writing Creation: 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. ▪ Enhanced Critical Thinking and Empathy: 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. 	<p>topic or issue.</p> <ul style="list-style-type: none"> ▪ Evaluating Sources: Students will understand how to assess a source's credibility, relevance, and bias in order to build a trustworthy foundation for their research. ▪ Synthesizing Information from Multiple Sources: Students will understand how to combine information from various texts and perspectives to develop a comprehensive, nuanced view of a topic. ▪ Utilizing Strong Organization, Structure, and Clarity: Students will understand that effective research essays are structured with a clear thesis, coherent paragraphs, logical transitions, and well-integrated evidence. ▪ Using Tone, Language, and Voice to Convey Information Effectively: Students will understand that informative research writing should maintain formality and clarity while avoiding bias or overly emotional language. ▪ Proper Citation and Source Integration: Students will understand the importance of paraphrasing, quoting, and citing sources correctly to acknowledge authorship and strengthen their own arguments. ▪ The Research Writing Process: Students will understand that research writing improves through revision and reflection, which help clarify ideas, strengthen arguments, and refine language.
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Essential Questions

Content Specific	Skills Specific
<ul style="list-style-type: none"> ▪ How did the political, religious, and cultural structures of Elizabethan England and 	<ul style="list-style-type: none"> ▪ What makes a research question meaningful and manageable?

Renaissance Italy influence people's lives?

- In what ways do historical societies reflect the same social issues we face today?
- How did gender, class, and power influence people's roles and choices in Elizabethan England and Italy—and how do those influences persist today?
- What similarities and differences can we find between Elizabethan England and Italy in how they addressed common human challenges?
- How can we use informational sources to understand and explain a real-world issue from multiple angles?
- How does learning about people from the past help us understand people and problems in the present?
- How can we write research essays that connect historical context to modern-day concerns in clear, meaningful ways?

- How can our questions guide the direction and depth of our research?
- How can we identify the central ideas in a text and explain how the author supports them?
- Why is it important to understand an author's purpose when analyzing informational texts?
- How can we tell if a source is credible, relevant, and unbiased?
- Why does the quality of our sources matter when writing a research paper?
- How do we combine information from different sources to build a strong, informed perspective?
- What strategies help us organize and connect information from various texts?
- What structure and strategies help writers clearly communicate research findings?
- How does organization affect how readers understand a research essay?
- What tone and language should we use when writing about real-world issues?
- How do we maintain objectivity and clarity in our writing?
- How do we correctly incorporate and credit sources in a research essay?
- Why is citation important for academic honesty and credibility?
- How does revision help improve the clarity, logic, and impact of our writing?
- What strategies make our research writing stronger during the editing process?

Key Resources

- [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

- [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.9-10.2 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	SWBAT demonstrate their knowledge of informational reading by taking a pre-assessment. SWBAT gather relevant information from credible informational sources.	<ul style="list-style-type: none"> • Reading Pre-assessment • Introduce paper and project • Research walk through in library • Research informative topics • Mini-Lesson: <ul style="list-style-type: none"> ○ Model evaluating a source using the CRAAP test (Currency, Relevance, Authority, Accuracy, Purpose). ○ Show two 	LHS ELA Instructional Workshop Model Suggested Activities/Groups	<ul style="list-style-type: none"> • Library • Informative Research Texts • Research Databases 	<ul style="list-style-type: none"> • LinkIt! pre-assessment - reading • Mini-Lesson Work • Mini Stations Quizzes • LHS Suggested Formative Reading Assessment

		<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 and weaknesses in logic or support.</p> <p>SWBAT determine an author's point of view or</p>	<p>short sources on the same topic—one reliable (e.g., JSTOR article) and one questionable (e.g., biased blog)—and compare.</p> <p>○ Activity:</p> <ul style="list-style-type: none">▪ Students apply a credibility checklist to 2–3 potential sources related to the research question			ssme nts
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		<p>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>n.</p> <ul style="list-style-type: none">▪ Create a “Source Tracker” chart where students log source title, author, type, credibility score, and relevance. <p>• Mini-Lesson:</p> <ul style="list-style-type: none">○ Teach the difference between broad, narrow, and researchable questions			
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				<p>(e.g., “What was life like in Italy?” vs. “How did gender roles affect women’s education in Renaissance Italy?”).</p> <ul style="list-style-type: none">○ Use the QFT (Question Formulation Technique) to help students generate and refine questions.○ Activity:<ul style="list-style-type: none">▪ Students draft 2–3 possible research questions and revise them with			
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					peer feedback using a checklist:			
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		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.9-10.2 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 W.RW. 9–10.7	SWBAT demonstrate 9th grade policies and procedures. SWBAT identify the characteristics of a good reader. SWBAT demonstrate their knowledge of writing by taking a pre-assessment.	<ul style="list-style-type: none"> • Mini-Lesson: <ul style="list-style-type: none"> ○ Introduce terms: claim, reasoning, evidence, bias, fallacy. ○ Analyze a short excerpt where the author presents a claim and backs it up—highlight strong reasoning vs. weak or unsupported points. ○ Activity: <ul style="list-style-type: none"> ▪ Give students 1–2 short excerpts (e.g., op-ed, editorial, or 	LHS ELA Instructional Workshop Model Suggested Activities/Groups	<ul style="list-style-type: none"> • Library • Informative Research Texts • Research Databases • Writing Pre-Assessment • Essay Rubric 	<ul style="list-style-type: none"> • Writing pre-assessment • Mini-Lesson Work • Mini Stations Quiz • LHS Suggested Formative Reading Assessments

				<p>essay section).</p> <ul style="list-style-type: none">▪ Students annotate the claim, underline the evidence, and note whether the reasoning is strong, flawed, or missing. <ul style="list-style-type: none">• Mini-Lesson:<ul style="list-style-type: none">○ Compare two sources on the same			
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				<p>topic (e.g., Elizabethan women's roles) with different tones or purposes (informative vs. persuasive).</p> <ul style="list-style-type: none">○ Discuss how word choice, tone, and structure reflect purpose and point of view.○ Activity:<ul style="list-style-type: none">▪ Students identify the purpose (to inform, persuade, entertain, etc.) and point of			
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				<div>view (neutral, biased, historical, modern).</div> <div>▪ Answer: How would this article be different if written from a different perspective or for a different purpose</div>			
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				<p>e?</p> <ul style="list-style-type: none">• Mini-Lesson:<ul style="list-style-type: none">○ 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:<ul style="list-style-type: none">▪ Students read each of the sources in 3 chunks .▪ After each chunk			
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				nk, wri te a one - sen ten ce su m ma ry. ▪ 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 t.			
Dece mber	1-2	L.SS.9- 10.1 L.KL.9- 10.2 L.VL.9- 10.3	SWBAT apply proper grammar and sentence structure in writing to clearly	<ul style="list-style-type: none"> • Mini-Lesson: <ul style="list-style-type: none"> ○ Review complex sentence structures common in research writing 	LHS ELA Instructional Workshop Model Suggested Activities/Groups	<ul style="list-style-type: none"> • Informative Research Texts • Research Databases 	<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessment

		<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>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 words and phrases in historical and informational texts about Elizabethan England</p>	<p>(e.g., compound-complex sentences, use of subordinate clauses).</p> <p>○ Model correcting common grammar mistakes (subject-verb agreement, parallelism).</p> <p>○ Activity:</p> <p>▪ Students rewrite a poorly constructed paragraph from a research essay draft, improving</p>	es	<p>nts</p> <ul style="list-style-type: none"> • Mini-Lesson Work • Mini Stations Quiz
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			and Italy.	<div>clarity and grammar.</div> <div><ul style="list-style-type: none">• Mini-Lesson:<ul style="list-style-type: none">○ Compare informal vs. formal writing samples. Identify characteristics of formal academic language (precise vocabulary, objective tone, no contractions).○ Activity:<ul style="list-style-type: none">▪ Rewriting informal sentences or paragraphs in a formal tone</div>			
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				<p>e rel eva nt to the ir res ear ch top ic.</p> <ul style="list-style-type: none">• Mini-Lesson:<ul style="list-style-type: none">○ 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”).○ Activity:<ul style="list-style-type: none">▪ Students annotate a text pas			
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				sage, defining and explaining key vocabulary in their own words.			
		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.	SWBAT cite strong and thorough textual evidence to support analysis of primary and secondary sources. SWBAT participate in academic discussions by asking questions, building on others' ideas, and	<ul style="list-style-type: none"> • Mini-Lesson: <ul style="list-style-type: none"> ○ Model how to identify strong evidence (facts, statistics, expert opinions) and integrate it smoothly with commentary. ○ Model appropriate way to cite information both in text and on a Works Cited 	LHS ELA Instructional Workshop Model Suggested Activities/Groups	<ul style="list-style-type: none"> • Informative Research Texts • Research Databases 	<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments • Mini-Lesson Work • Mini Stations Quizzes

		9-10.6	<p>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 used to support claims.</p>	<p>page.</p> <ul style="list-style-type: none">○ Activity:<ul style="list-style-type: none">▪ Students select quote s from provided texts and write a paragraph using evidence with proper citations.▪ Students identify correctly used citations			
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				<div>ns</div> <div>▪ Students practice citation formats</div> <div>• Mini-Lesson:</div> <div>○ Model synthesizing data from different formats (text, charts, videos).</div> <div>○ Activity:</div> <div>▪ Students review multiple source types on the same topic and create a</div>			
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				<div>combined summary or presentation slide highlighting key points.</div> <div><ul style="list-style-type: none">• Mini-Lesson:<ul style="list-style-type: none">○ Compare examples of formal presentations vs. casual conversations on the same topic.○ Activity:<ul style="list-style-type: none">▪ Students prepare a brief oral explanation</div>			
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				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).			
	3-4	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	SWBAT apply standard grammar rules to construct clear, coherent sentences in my research writing. SWBAT demonstr	<ul style="list-style-type: none"> • Mini Lesson: <ul style="list-style-type: none"> ○ Compare casual vs. formal tone using example paragraphs ○ Activity: <ul style="list-style-type: none"> ▪ Re write inf or 	LHS ELA Instructional Workshop Model Suggested Activities/Groups	<ul style="list-style-type: none"> • Informative Research Texts • Research Databases 	<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments • Mini-Lesson Work

		<p>SL.ES. 9-10.3 SL.AS. 9-10.6</p> <p>ate 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 context-specific vocabulary related to Elizabethan and Italian history using context clues and</p>	<p>ma l sen ten ces int o for ma l aca de mi c lan gua ge</p> <p>• Mini Lesson:</p> <ul style="list-style-type: none"> ○ Model how to embed direct quotes and paraphrase evidence with MLA citations ○ Activity: <ul style="list-style-type: none"> ▪ Textual evidence scavenger hunt using annotated sources 			<p>• Mini Stations Quiz</p>
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		<p>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>• Mini Lesson:</p> <ul style="list-style-type: none"> ○ Practice using sentence starters for agreeing, disagreeing, or adding on in academic discussion ○ Activity: <ul style="list-style-type: none"> ▪ Structured small-group discussion about gender roles in Elizabethan society 			
	<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>SWBAT engage in collaborative discussions, asking questions, building</p>	<p>• Mini Lesson:</p> <ul style="list-style-type: none"> ○ Use a graphic organizer to compare/contrast 	<p>LHS ELA Instructional Workshop Model Suggested Activities/Groups</p>	<ul style="list-style-type: none"> • Informative Research Texts • Research Databases 	<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessment

		<p>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>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 strength of their claims and evidence.</p>	<p>perspectives from different sources</p> <ul style="list-style-type: none"> ○ Activity: <ul style="list-style-type: none"> ▪ “Jigsaw” research groups: each group studies a different source and teaches it to peers ● Mini Lesson: <ul style="list-style-type: none"> ○ Review elements of strong oral delivery (eye contact, tone, pacing, gestures) ○ Activity: <ul style="list-style-type: none"> ▪ Pra 	es	<p>ssments</p> <ul style="list-style-type: none"> ● Mini-Lesson Work ● Mini Stations Quizzes
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				ctic e pre sen tin g res ear ch que stio ns and fin din gs in sm all gro ups for fee dba ck			
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 SL.ES. 9-10.3 SL.AS. 9-10.6	SWBAT cite strong and thorough textual evidence to support analysis of informational texts. SWBAT distinguish between facts, claims, and opinions in an informati	<ul style="list-style-type: none"> • Mini Lesson: <ul style="list-style-type: none"> ○ Introduce the characteristics of strong research questions (open-ended, specific, relevant). ○ Model turning a theme (e.g., “public health in Elizabethan times”) into a focused 	LHS ELA Instructional Workshop Model Suggested Activities/Groups	<ul style="list-style-type: none"> • Informative Research Texts • Research Databases 	<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments • Mini-Lesson Work • Mini Stations Quizzes

		<p>onal research text.</p> <p>SWBAT develop a focused research question related to the assigned topic.</p> <p>SWBAT gather relevant, credible informati on from multiple sources and synthesiz e it into a coherent research essay.</p> <p>SWBAT use appropria te academic voice, transition s, and structure in research writing.</p> <p>SWBAT participat e effectivel y in group</p>	<p>question.</p> <ul style="list-style-type: none"> ○ Activity: <ul style="list-style-type: none"> ▪ Stu den ts dra ft 2– 3 res ear ch que stio ns abo ut the ass ign ed top ic; pee r fee dba ck and rev isio n foll ow . ● Mini Lesson: <ul style="list-style-type: none"> ○ Review the CRAAP test (Currency, Relevance, Authority, Accuracy, Purpose). ○ Review MLA 			
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			discussions about historical and contemporary real-world issues.	<p>citation models.</p> <ul style="list-style-type: none">○ Activity:<ul style="list-style-type: none">▪ Students examine sources about the topic, rate each using CRAAP, and write a citation for one.▪ Students may edit citations already			
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				<div>ma de for acc ura cy.</div> <div><ul style="list-style-type: none">• Mini Lesson:<ul style="list-style-type: none">○ Review structure: Introduction (hook, background, thesis), Body (topic sentences, evidence, commentary), Conclusion.○ Model outlining using a real-world issue.○ Activity:<ul style="list-style-type: none">▪ Students complete a graphic organizer for the ir essay includ</div>			
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				ing the sis, top ic sen ten ces , and sup por tin g evi den ce.			
		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	SWBAT revise writing to improve clarity, organizati on, and evidence. SWBAT integrate informati on from diverse sources while avoiding plagiaris m and following citation rules. SWBAT evaluate a speaker's reasoning , identifying	• Mini Lesson: <ul style="list-style-type: none"> ○ Teach presentation techniques (posture, pacing, visual aids, tone). ○ Review project rubric and model a brief example. ○ Activity: <ul style="list-style-type: none"> ▪ Students prepare a 1-2 minute presentation 	LHS ELA Instructional Workshop Model Suggested Activities/Groups	<ul style="list-style-type: none"> • Informative Research Texts • Research Databases 	<ul style="list-style-type: none"> • LHS Suggested Formative Reading Assessments • Mini-Lesson Work • Mini Stations Quizzes

		<p>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 research essay based on an assigned topic.</p>	<p>on of the ir research essay with peer and teacher feedback</p> <p>• Mini Lesson:</p> <ul style="list-style-type: none"> ○ Model using sentence stems for citations. ○ Activity: ○ Students annotate a section of the anchor text and write a paragraph using two cited pieces of evidence to support a claim. 			
	3-4	<p>SWBAT gather relevant and</p>	<p>• Mini Lesson:</p> <ul style="list-style-type: none"> ○ Review essay structure (Intro, 	<p>LHS ELA Instructional Workshop Model Suggested</p>	<ul style="list-style-type: none"> • Informative Research Texts • Research 	<ul style="list-style-type: none"> • LHS Suggested Formative Read

		<p>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>	<p>Body Paragraphs, Conclusion).</p> <ul style="list-style-type: none"> ○ Teach how to group evidence under main ideas and build topic sentences. ○ Activity: <ul style="list-style-type: none"> ▪ Students complete a graphic organizer for the essay, including the statement, topic sentences, 	Activities/Groups	<p>h Databases</p>	<p>ing Assessments</p> <ul style="list-style-type: none"> • Mini-Lesson Work • Mini Stations Quizzes
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				<p>and thr ee sup por tin g pie ces of evi den ce per par agr aph .</p> <ul style="list-style-type: none">• Mini Lesson:<ul style="list-style-type: none">○ Review MLA citation basics.○ Model paraphrasi ng and quoting with in- text citations.○ Activity:<ul style="list-style-type: none">▪ Stu den ts re wri te a par agr aph usi ng bot h par aph ras			
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				ed 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.9–10.4 RI.PP.9–10.5 RI.MF.9–10.6 RI.AA.9–10.7 RI.CT.9–10.8	SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing	<ul style="list-style-type: none"> • Reading benchmark MP 2 • Writing benchmark MP 2 • End of MP reflection • Creating SMART goals 		<ul style="list-style-type: none"> • Essay Rubric • End of MP Reflection 	<ul style="list-style-type: none"> • LinkIt! Benchmark MP 2 • End of MP Reflection

		W.IW.9 –10.2	througho ut				
		W.WR. 9–10.5	marking period 2 by				
		W.RW. 9–10.7	creating SMART goals.				

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<ul style="list-style-type: none"> ▪ Reading Informational Texts <ul style="list-style-type: none"> • <i>Content Focus:</i> <ul style="list-style-type: none"> ○ Understanding how real-world issues are presented in historical and cultural contexts. ○ Engaging with informational texts that explore issues such as public health, education, class, gender, and governance in Elizabethan England and Renaissance Italy. • <i>Skills Developed:</i> <ul style="list-style-type: none"> ○ Making inferences and drawing conclusions ○ Determining central ideas and themes ○ Analyzing the development of ideas across a text ○ Comparing how different texts address similar issues ▪ Research Skills <ul style="list-style-type: none"> • <i>Content Focus:</i> <ul style="list-style-type: none"> ○ Investigating a real-world 	<ul style="list-style-type: none"> ▪ Identifying Themes and Central Ideas: Students learned to identify themes, archetypes, and central ideas in myths. Students will use this knowledge to determine central ideas in informational texts. ▪ Making Inferences: 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. ▪ Close Reading Strategies: Students defined and practiced annotation along with finding text evidence. Students will expand and reinforce these skills, shifting from narrative to informational purpose. ▪ 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,

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 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

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.

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**

• *Content Focus:*

- Drawing connections between
historical issues and
contemporary challenges
- Engaging with
interdisciplinary content (e.g.,
history, politics, health, ethics)

• *Skills Developed:*

- Comparing and contrasting
past and present societal

<p>structures</p> <ul style="list-style-type: none"> ○ Evaluating the impact of real-world issues across time and geography ○ Applying academic research to modern global or local issues 	
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Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Interdisciplinary Connections

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".

SOC.9-12.1.1

Chronological Thinking

SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.4	Presentation Skills
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.