LHS English 10 Unit 3

Content Area: **ELA**
Course(s):
Time Period: **MP3**
Length:
Status: **Published**

Unit Overview

Theme: Finding and Claiming Your Voice (Harlem Renaissance Poetry)

Benchmark Text Focus: Informational

Anchor Text: Poetry collection & supplemental informational texts; test prep

Writing Genre Focus: Research & Conventions

Targeted ELA Standards

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

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

	or phrase important to comprehension or expression.
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.
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.
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).
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).
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.
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).
L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
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).
RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
RI.IT.9–10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RL.TS.9–10.4	Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
RI.TS.9–10.4	Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RL.PP.9–10.5	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature)

	and analyze how an author uses rhetorical devices to advance a point of view.
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.
RL.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).
RI.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
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.
RL.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
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.
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.
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.
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.
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.
W.IW.9–10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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.
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).
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.
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.
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).
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.
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.
SL.PE.9–10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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.
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.
SL.AS.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Rationale

The Harlem Renaissance was a transformative cultural movement that reshaped American literature, art, music, and society by amplifying voices that challenged injustice, celebrated identity, and redefined the American experience. Through the study of poetry, essays, speeches, and historical texts, students examine how writers and artists used their voices to advocate for equality, inspire change, and influence future generations.

As the research writing unit, students develop inquiry, research, and academic writing skills by investigating the enduring legacy of the Harlem Renaissance. Students evaluate and synthesize information from literary and informational texts, assess the credibility of multiple sources, integrate evidence, and communicate their findings through clear, well-organized research writing while demonstrating command of standard English conventions and MLA documentation.

This unit builds upon the course's overarching essential question, **"How do individuals use their voices to shape a more just society?"** by asking students to explore not only how Harlem Renaissance writers challenged the social issues of their own time, but also how their voices continue to influence contemporary literature, music, art, speeches, and culture. Through research and analysis, students discover that literature is both a reflection of history and a catalyst for lasting social change.

Enduring Understandings

Content Specific	Skills Specific
Identity and Self-Expression The Harlem Renaissance empowered writers and artists to celebrate their identities, share their lived experiences, and redefine how African American culture was represented in American society. **The Power of Voice** Writers, poets, and artists use their voices to challenge injustice, advocate for equality, and inspire social and cultural change that extends across generations. **Culture and Historical Context** Literature and art are shaped by the historical, cultural, and social conditions in which they are created, providing insight into the experiences, struggles, and achievements of diverse communities. **Legacy and Lasting Influence** The ideas, themes, and artistic innovations of the Harlem Renaissance continue to influence contemporary literature, music, visual arts, speeches, and popular culture, demonstrating how creative expression can leave a lasting impact on society.	**Research Process** Effective research begins with meaningful questions and requires gathering, evaluating, and synthesizing information from multiple credible sources to deepen understanding of a topic. **Evidence-Based Communication** Researchers support their ideas by integrating relevant evidence, analyzing information from multiple sources, and communicating findings clearly and objectively. **Academic Writing and Conventions** Clear and effective research writing follows established conventions, including formal style, organization, accurate citations, and command of standard English grammar, usage, and mechanics. **Critical Thinking and Source Evaluation** Evaluating the credibility, perspective, and relevance of sources enables researchers to construct informed conclusions and recognize how different viewpoints contribute to a deeper understanding of a topic.

Essential Questions

Content Specific	Skills Specific
• How do individuals use their voices to shape a more just society? • How do literature and the arts help individuals express their identities, experiences, and perspectives? • How can writers and artists use their voices to	• How do researchers develop meaningful questions to guide an investigation? • How can researchers evaluate the credibility, relevance, and perspective of multiple

challenge injustice and inspire social or cultural change? • How do historical events and cultural experiences shape literature, art, and the voices of a generation? • How does the Harlem Renaissance continue to influence American literature, music, art, and culture today?	sources? • How do writers synthesize information from multiple sources to develop and support a central claim? • How can evidence be integrated effectively to communicate research findings clearly and accurately? • Why are organization, conventions, and proper citation essential to effective research writing?

Key Resources

Short Stories, Poems & Historical Documents by various authors (select from the list below):

Unit Launch- Why Poetry Matters (Lesson by FacingHistory)

Using Your Voice Is a Political Choice- Amanda Gorman (FacingHistory)

Historical Context (Non-Fiction)

"The Harlem Renaissance" (ArchivetheCore)

"Roots of the Harlem Renaissance" (KhanAcademy)

"Harlem in the 1920s"- Video (ArchivetheCore)

"Literary Icons You NEED to Know From the Harlem Renaissance"- Video (ArchivetheCore)

Langston Hughes

- "A Negro Speaks of Rivers" (Lesson by KhanAcademy)
- Let America be America Again (CommonLit)
- "I Dream a World" (Facing History & Ourselves/ Spanish Version)
- I, Too (CommonLit)

Claude McKay

- "To One Coming North" (CommonLit)
- "If We Must Die" (CommonLit)
- "America" (CommonLit)
- "On Broadway" (CommonLit)

Zora Neale Hurston

- "How It Feels to be Colored Me"- Non-Fiction (CommonLit)

Georgia Douglas Johnson

- "The Heart of a Woman" (Video Reading)

Lasting Influences

  - Langston Hughes' Hidden Influence on MLK (CommonLit)
  - "I Have A Dream" MLK (CommonLit)

Lesson Ideas for Target Standards

Additional instructional resources:

  - Comprehension microskills
  - Tier I instructional practices
  - Engagement toolkit

Lexia Aspire & PowerUp 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
- Lexia PowerUp Graphic Organizers

Supplementary Resources

Legacy of the Harlem Renaissance: Research Writing Topics

- Harlem Renaissance influence on Hip Hop
- Harlem Renaissance influence on Spoken Word
- Harlem Renaissance influence on Amanda Gorman
- Harlem Renaissance influence on contemporary literature
- Harlem Renaissance influence on visual arts

Additional Sources

"Harlem Renaissance Art- A Timeline of Art in the Harlem Renaissance"

10 Groundbreaking African American Artists That Shaped History

"Harlem 100: Artists that Steered the Harlem Renaissance"

Tupac Shakur | Still He Rises: How The Harlem Renaissance Gave Birth To Hip-Hop's Most Indestructible Idol

10 Best-Selling Black Authors Who Shaped Literary History

About the Authors

Langston Hughes (Also See "Literary Icons You NEED to Know from the Harlem Renaissance")

Claude McKay (Also See "Literary Icons You NEED to Know from the Harlem Renaissance")

Zora Neale Hurston (Video)

Georgia Douglas Johnson (Also See "Literary Icons You NEED to Know from the Harlem Renaissance")

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

Tier 1: Ways to Increase Support for Struggling Readers

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested	Mini-Lesson Skills	Suggested Student Centered	Resources	Assessment

			Learning Targets		Activities		
February	3	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.AA.9-10.7 RI.CT.9-10.8 L.VL.9–10.3 L.VI.9-10.4 W.IW.9-10.2	SWBAT demonstrate their knowledge of reading an informational text by taking a pre-assessment. SWBAT demonstrate their knowledge of informational essay writing by taking a pre-assessment.	• Reading Pre-assessment • Writing Pre-assessment			• LinkIt! pre-assessment - reading • Informational essay writing pre-assessment
	4	RI.CI.9-10.2 RL.CI.9-10.2 L.VL.9–10.3 W.WR.9–10.5	SWBAT trace the development of a central idea throughout a text and analyze how nuanced shifts or contradictions influence its	Informational Text Mini-Lesson: • Trace how central idea develops across sections; analyze nuanced shifts or contradict	• LHS Instructional Workshop Model Suggested Activities/Groups	Informational Writing Rubric Information/research writing exemplar Exploring Research Skills Pear Deck	• LHS Suggested Formative Reading Assessments

			meaning. SWBAT analyze how theme emerges and evolves through character development, plot events, and symbolic elements. SWBAT use context clues and knowledge of word patterns to determine the meaning of unfamiliar words. SWBAT generate focused research questions and explore topics for investigation.	ions. Literary Text Mini-Lesson: • Analyze how theme develops through character development, plot progression, and symbol usage. Language Mini-Lesson: • Use context to determine meaning; patterns of word changes Writing Mini-Lesson: • Review exemplar and rubric for an informational research essay • Generate research questions, explore		Internet Research Checklist	

				topics			
		RI.CR.9-10.1 RL.CR.9-10.1 L.VL.9–10.3 W.WR.9–10.5 W.IW.9–10.2	SWBAT evaluate how authors use evidence, historical details, and examples to develop central ideas about the Harlem Renaissance. SWBAT cite and analyze textual evidence to explain how character motivation and theme are developed. SWBAT use dictionaries, thesauruses, and other reference tools to verify	Informational Text Mini-Lesson: • Analyze strength, validity, and relevance of evidence supporting an argument or analysis. Literary Text Mini-Lesson: • Analyze how evidence from the text (dialogue, narration, imagery) supports character motivation or theme. Language Mini-Lesson: • Use reference materials to verify word meanings	• LHS Instructional Workshop Model Suggested Activities/Groups	Research Facts to Sentence Form	• LHS Suggested Formative Reading Assessments

			and refine word meanings. SWBAT develop an inquiry question that can be answered through literary and informational research about the Harlem Renaissance.	Writing Mini-Lesson: • Begin short research & note-taking from sources • Develop topic with relevant details			
March	1-2	RI.TS.9-10.4 RL.TS.9-10.4 L.VL.9–10.3 W.IW.9–10.2 W.WR.9–10.5	SWBAT analyze how authors organize essays, poems, memoirs, and speeches to develop ideas. SWBAT analyze how poetic structure contributes to theme, tone, and	Informational Text Mini-Lesson: • Analyze how authors organize ideas, sections, or poems to develop central ideas and communicate meaning. Literary Text Mini-Lesson: • Analyze	• LHS Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			meaning. SWBAT analyze how an author's word choice shapes tone and contributes to the meaning of a text. SWBAT synthesize information from multiple sources and organize their research ideas into a structured outline.	how imagery, symbolism, repetition, and poetic structure develop meaning. Language Mini-Lesson: • Analyze word choice impact on tone/meaning Writing Mini-Lesson: • Organize complex ideas clearly • Synthesize sources and organize outline			
		RI.IT.9-10.3 RL.IT.9-10.3 L.VI.9–10.4 W.IW.9–10.2 W.WR.	SWBAT compare how two authors structure and develop central ideas across informational	**AI Lesson: Whose Voice Gets Amplified?** Informational Text Mini-Lesson: • Compare how two authors	• LHS Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

		9–10.5	texts. SWBAT analyze how narrative techniques such as speaker, poetic structure, imagery, symbolism, figurative language, and syntax. SWBAT interpret figurative language and analyze how slight differences in word choice impact meaning. SWBAT use appropriate transitions and academic vocabulary while	structure and introduce ideas across different arguments. Literary Text Mini-Lesson: • Analyze speaker, poetic structure, imagery, symbolism, figurative language, and syntax. Language Mini-Lesson: • Interpret figures of speech; word nuances Writing Mini-Lesson: • Use transitions and domain-specific vocabulary • Refine inquiry			

			refining their inquiry questions during the research process.	and continue research			
	3-4	RI.PP.9-10.5 RL.PP.9-10.5 L.VI.9–10.4 W.IW.9–10.2 W.WR.9–10.5	SWBAT analyze how authors establish voice, tone, and perspective to communicate cultural identity. SWBAT analyze how the author's tone, narrative voice, and cultural perspective shape the reader's understanding of the text. SWBAT	Informational Text Mini-Lesson: • Analyze use of rhetorical appeals and strategies to advance purpose. Literary Text Mini-Lesson: • Analyze how author's tone, narration, or cultural perspective shapes reader interpretation. Language Mini-Lesson:	• LHS Instructional Workshop Model Suggested Activities/Groups	• Bring on the Benchmark MP3	• LHS Suggested Formative Reading Assessments

			analyze how connotation, tone, and level of formality contribute to an author's style and purpose. SWBAT use appropriate style and tone for research writing while drafting and integrating source material smoothly.	• Analyze connotative meaning, tone, formality Writing Mini-Lesson: • Style and tone for research writing • Draft and integrate source material			
		RI.AA.9-10.7 L.VL.9–10.3 L.VI.9-10.4 W.IW.9–10.2 W.WR.	SWBAT evaluate the credibility, relevance, and sufficiency of evidence from multiple sources	Bring on the Benchmark Questions Informational Text Mini-Lesson: • Evaluate credibility,	• LHS Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

		9–10.5	to support a research claim. SWBAT evaluate the reasoning behind character decisions and how these choices contribute to conflict and character arcs. SWBAT use precise vocabulary and word choices to enhance clarity and effectiveness in their own writing. SWBAT draft body paragraphs that include properly cited	relevance, and sufficiency of sources. Literary Text Mini-Lesson: • Evaluate character reasoning and development—what drives decisions? How does this build conflict? Language Mini-Lesson: • Use precise word choice and vocabulary Writing Mini-Lesson: • Body paragraphs with cited support • Revise using			

			evidence and revise their work based on peer or teacher feedback.	feedback			
April	1-2	RI.CT.9-10.8 RL.CT.9-10.8 L.VL.9–10.3 W.IW.9–10.2 W.WR.9–10.5	SWBAT compare how two texts on the same topic reflect historical or cultural perspectives in their presentation of information. SWBAT compare how authors from different cultures or time periods address a shared theme or archetype in literature.	Informational Text Mini-Lesson: • Compare two texts on the same topic using historical or cultural lens. Literary Text Mini-Lesson: • Compare how two texts from different cultures/time periods treat a similar theme or archetype. Language Mini-	• LHS Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			SWBAT review and apply knowledge of figurative language, word choice, and context clues to understand and use language effectively. SWBAT finalize, polish, and present their informative or research-based writing to an audience.	Lesson: • Review of language standards: figurative language, word choice, context clues Writing Mini-Lesson: • Finalize informative/research writing • Publish or present final products			
		RI.CR.9-10.1 RI.CI.9-10.2 RI.IT.9-10.3 RI.TS.9-10.4 RI.PP.9-	SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessme	• Reading benchmark MP 3 • Writing benchmark MP 3 • End of MP reflection		• End of MP Reflection • Research Essay Rubric	• LinkIt! Benchmark MP 3 • End of MP Reflection

		10.5 RI.AA.9-10.7 RI.CT.9-10.8 L.VL.9–10.3 L.VI.9-10.4 W.IW.9-10.2	nt. SWBAT to demonstrate their knowledge of writing a research essay. SWBAT reflect on their learning in reading and writing throughout marking period 3 by creating SMART goals.				

Honors Addendum

Essays

- **The Negro Artist and the Racial Mountain** — Langston Hughes
- **Criteria of Negro Art** — W. E. B. Du Bois

Fiction

- Excerpts from **Their Eyes Were Watching God** — Zora Neale Hurston

Poetry

- Countee Cullen ("For a Poet" & "Heritage")
- Anne Spencer

- Jean Toomer ("People")

Historical Documents

- Dr. Alain Locke's introduction to **"The New Negro"**
- The Great Migration primary documents
- WPA interviews

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
1. Reading Skills **Citing Textual Evidence (ELA.RL.CR.9–10.1 & ELA.RI.CR.9–10.1)** Using relevant textual evidence from literary and informational sources to support analysis and research. **Determining Themes and Central Ideas (ELA.RL.CI.9–10.2 & ELA.RI.CI.9–10.2)** Analyzing themes and central ideas while explaining how they develop across texts and contribute to understanding the Harlem Renaissance. **Analyzing Author's Development of Ideas (ELA.RL.IT.9–10.3 & ELA.RI.IT.9–10.3)** Examining how authors develop ideas, arguments, perspectives, and themes through literary and informational texts. **Analyzing Author's Purpose and Rhetoric (ELA.RI.IT.9–10.6)** Evaluating how authors use rhetorical strategies, organizational structures, and language choices to achieve their purpose. **Evaluating and Synthesizing Multiple Sources (ELA.RI.MF.9–10.6 & ELA.RI.CT.9–10.8)** Evaluating the credibility, relevance, and perspectives of multiple sources while synthesizing information to develop a deeper understanding of a research topic. **2. Writing Skills** **Research Writing (ELA.W.WR.9–10.5)** Conducting short and sustained research projects that answer an inquiry question by gathering, evaluating, synthesizing, and	**Spiraling Content Mastery (Units 1 & 2)** **American Identity and Social Justice** Students continue exploring how individuals and groups use their voices to challenge injustice, influence society, and shape the American experience. **Historical Context and Multiple Perspectives** Students build upon their understanding of how historical events, cultural movements, and diverse perspectives influence literature and informational texts. **Author's Purpose and Voice** Students analyze how authors use language, rhetoric, and literary techniques to communicate ideas, influence audiences, and advocate for change. **Connections Across Texts and Time** Students examine how themes, ideas, and historical movements connect across literary and informational texts and continue to influence contemporary society. **Spiraling Skill Mastery (Units 1 & 2)** **Evidence-Based Analysis** Students continue citing strong textual evidence to support analysis of literary and informational texts. **Critical Reading and Source Analysis** Students deepen their ability to analyze an author's purpose, evaluate claims, compare perspectives, and assess the credibility and relevance of sources.

citing information from multiple credible sources. **Writing Development (ELA.W.WP.9–10.4)** Strengthening research writing through planning, drafting, revising, editing, rewriting, and reflecting on feedback. **Using Evidence and Citation (ELA.W.SE.9–10.6)** Integrating quotations, paraphrases, and summaries effectively while following MLA citation conventions to avoid plagiarism. **Routine Writing (ELA.W.RW.9–10.7)** Writing routinely for a variety of purposes, including research notes, reflections, source analyses, and formal research writing. **3. Speaking and Listening Skills** **Collaborative Discussions (ELA.SL.PE.9–10.1)** Participating effectively in collaborative discussions by sharing research findings, evaluating evidence, and building on the ideas of others. **Presenting Information (ELA.SL.PI.9–10.4)** Presenting research findings clearly and logically while selecting relevant evidence and adapting information for a specific audience. **Adapting Speech (ELA.SL.AS.9–10.6)** Using formal English and appropriate presentation techniques when communicating research findings in a variety of academic settings.	**Academic Discussion and Collaboration** Students build upon collaborative discussion skills by evaluating evidence, sharing research findings, and responding thoughtfully to diverse viewpoints. **Writing Process** Students continue strengthening writing through planning, drafting, revising, editing, and reflecting while applying these skills to formal research writing. **Argument Development and Evidence** Students apply their understanding of claims, evidence, reasoning, and counterclaims from argumentative writing to develop research-based conclusions supported by multiple sources.

Career Readiness, Life Literacies, and Key 21st Century 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".

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.DC.1	Explain the beneficial and harmful effects that intellectual property laws can have on the

	creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections

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".

1	Make sense of problems and persevere in solving them
3	Construct viable arguments and critique the reasoning of others
5	Use appropriate tools strategically
6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
A.SSE.B.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.
A.SSE.B.4	Derive and/or explain the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems.
6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
6.1.12.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
HS-LS3	Heredity: Inheritance and Variation of Traits
HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
HS-LS4	Biological Evolution: Unity and Diversity
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.
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
HS-ESS3	Earth and Human Activity
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.