LHS English 10 Unit 2

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

Unit Overview

Theme: A New Nation through a Nation Divided

Benchmark Text Focus: Literature

Anchor Text: The Crucible

Writing Genre Focus: Argumentative & 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.
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.
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.
W.AW.9–10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
W.AW.9–10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.AW.9–10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
W.AW.9–10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.AW.9–10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.AW.9–10.1.E	Provide a concluding paragraph or section that supports the argument presented.
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.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	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.
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.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
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.
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

This unit examines how fear, conformity, and the abuse of power can threaten justice and individual integrity. Using *The Crucible* as the anchor text, students explore how Arthur Miller uses the Salem Witch Trials as an allegory to examine the dangers of mass hysteria, unchecked authority, and the consequences of remaining silent in the face of injustice. By pairing the drama with historical and informational texts about the Salem Witch Trials, McCarthyism, and the role of propaganda and public opinion, students analyze how historical context shapes meaning and influences an author's purpose.

Throughout the unit, students evaluate competing claims, analyze rhetorical techniques, and develop evidence-based arguments. The unit culminates in an argumentative writing task in which students defend a claim using relevant textual evidence, counterclaims, and logical reasoning. Ultimately, students will consider how fear influences decision-making and how individuals must balance personal integrity with societal expectations to create a more just society.

Enduring Understandings

Content Specific	Skills Specific
• **Fear and Power:** Fear can be used as a tool to manipulate individuals, influence public opinion, and maintain power. • **Justice and Integrity:** Upholding truth and personal integrity often requires individuals to challenge authority and resist social pressure. • **Historical Context and Allegory:** Authors use historical events and allegory to comment on contemporary issues and encourage readers to reflect on society. • **Individual vs. Society:** Individuals face difficult choices when personal values conflict with the expectations of their community.	• **Argumentative Writing:** Effective arguments are developed by establishing clear claims, supporting ideas with relevant evidence, addressing counterclaims, and using logical reasoning. • **Literary Analysis:** Readers analyze characterization, conflict, symbolism, dramatic structure, and allegory to determine how authors develop themes and convey meaning. • **Evidence-Based Reasoning:** Evaluating multiple sources and integrating textual evidence strengthens analysis and supports well-reasoned conclusions. • **Critical Thinking and Discussion:** Engaging in respectful discussion and evaluating multiple perspectives enables individuals to defend ideas with clarity and evidence.

Essential Questions

Content Specific	Skills Specific
• How do individuals use their voices to shape a more just society? • How does fear influence the choices individuals and societies make? • When should individuals challenge authority? • How can the pursuit of justice be distorted by fear, power, and public opinion? • Why do societies repeat patterns of hysteria and scapegoating? • What happens when fear silences those voices or distorts the truth?	• How do authors use characterization, conflict, and allegory to develop theme? • How can writers construct effective arguments using evidence, reasoning, and counterclaims? • How does evaluating multiple perspectives strengthen an argument? • How does historical context deepen our interpretation of literature? • How do readers evaluate the strength and relevance of evidence to support a claim? • How do effective communicators adapt their arguments to address different audiences and perspectives?

Key Resources

Anchor Text: The Crucible by Arthur Miller

The Crucible Audio

Crucible Resources

The New Yorker article: Why I Wrote “The Crucible” By Arthur Miller

Arthur Miller's "The Crucible" Allusions

The Crucible Summary for English Language Learners

The Crucible audiobook

Historical Context:

Historical Documents on Salem Witch Trials

Puritan Laws & Character (CommonLit)

Witchcraft in Salem (CommonLit)

McCarthyism (CommonLit)

Answer keys (CommonLit)

The Salem (and Other) Witch Hunts by Mike Kubic (CommonLit.)

Lesson Ideas for Target Standards

Writing:

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

Additional instructional resources:

- Comprehension microskills
- Tier I instructional practices
- Engagement toolkit

Lexia Aspire & 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

"King Philip's War" (DEI Instruction: Native American Heritage Month)

Excerpt of Jonathan Edward's Sermon "Sinners in the Hands of an Angry God" by Jonathan Edwards

FREEDOM OF RELIGION by Sagoyewatha, 1805 (Compare and Contrast with "Sinners in the Hands of an Angry God") (DEI Instruction: Native American Heritage Month)

McCarthyism (YouTube)

Salem Witch Trials (YouTube)

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

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Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
November	3-4	L.VL.9–10.3 L.VI.9–10.4 RL.CR.9–10.1 RL.CI.	SWBAT demonstrate their knowledge of reading a fictional	Reading Mini-lessons: • Reading Pre-assessment • Writing Pre-assessme		Argumentative Essay Rubric The New Yorker article: Why I Wrote "The Crucible" By	• LinkIt! pre-assessment - reading • Argumentative essay

		9–10.2 RL.IT.9–10.3 RL.TS.9–10.4 RL.PP.9–10.5 RL.MF.9–10.6 W.AW.9–10.1	text by taking a pre-assessment. SWBAT demonstrate their knowledge of argumentative essay writing by taking a pre-assessment. SWBAT reflect on how their own experiences and knowledge inform their understanding of these texts. SWBAT Recognize and appreciate cultural experiences reflected	nt • Building background knowledge of unit's anchor text: historical and cultural significance • Building background knowledge of unit's anchor text: how the author's cultural experiences and knowledge shape the text and influence its meaning *Writing Mini-lessons:* • Characteristics of argumentative essay writing. • Review the argumentative essay rubric.		Arthur Miller	writing pre-assessment

			in texts from outside the United States.				
		SL.PE. 9–10.1 RL.CT. 9–10.8 W.AW. 9–10.1	SWBAT identify the characteristics of an argumentative essay. SWBAT analyze the argumentative writing rubric. SWBAT compare and contrast the graphic novel format to traditional novels. SWBAT	Reading Mini-lessons: • Explicit and inferred textual evidence • Cite textual evidence to support analysis • Support of textual evidence analysis (E in R.A.C.E.) • Impact of word choice • Connotations & denotations of words	LHS ELA Instructional Workshop Model Suggested Activities/Groups	Argumentative Writing Rubric	LHS Suggested Formative Reading Assessments

			identify the characteristics of an argumentative essay. SWBAT analyze the argumentative writing rubric.				
December	1-2	RL.CI.9–10.2 RI.CI.9–10.2 RL.IT.9–10.3 RI.IT.9–10.3 W.IW.9–10.2	SWBAT identify central ideas in various informational texts . SWBAT identify and explain how an author organizes ideas. SWBAT analyze the relationships between ideas and how they	Reading Mini-lessons: • Central idea/theme of a text • Organization of author's ideas • Relationships between ideas and how they contribute to the overall theme or argument. Writing Mini-lessons: • Understanding the compone	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			contribute to the overall theme or argument. SWBAT develop a clear and defensible claim about a literary or historical issue. SWBAT identify reasons that logically support a claim and distinguish them from evidence.	nts of an argumentative essay • Developing a clear, defensible claim • Identifying multiple perspectives on an issue • Gathering relevant textual evidence to support a claim			
		RL.CR.9–10.1 RI.CR.9–10.1 L.VL.9–10.3 RI.PP.9–10.5 W.IW.9	SWBAT recognize and articulate areas of uncertainty or	Reading Mini-lessons: • Recognizing areas of uncertainty or ambiguity within the text	• LHS ELA Instructional Workshop Model Suggested Activities/Gr	○ NJSLA Weekly Practice	• LHS Suggested Formative Reading Assessments

		–10.2	ambiguity within the text. SWBAT understand how language can set different tones and evoke specific settings. SWBAT analyze how rhetorical devices are employed to support that purpose. SWBAT recognize the audience for their writing and understand the purpose behind it. SWBAT use an	• Power of language: different tones • Use of rhetorical devices and their effectiveness in conveying the author's purpose (metaphors, similes, allusions, repetition, and dramatic irony) Writing Mini-lessons: • Writing an engaging introduction • Writing a clear thesis that presents a claim • Establishing a position while acknowledging opposing viewpoints	oups	Questions - Puritanism ○ Student Copy Thesis Activity ○ Answer Key Thesis Activity ○ Social Media Impact on Teen M	

			appropriate style and tone, such as formal and objective in academic contexts. SWBAT write a thesis statement that clearly establishes a claim and previews supporting reasons.			ental Health Explanatory Essay Thesis Examples Thesis Statements: Strategies Guidance and Scaffolding	
	3-4	RL.CI.		Reading Mini-	• LHS		• LHS

		9–10.2 RI.CI.9–10.2 L.VL.9–10.3 L.VI.9–10.4 W.IW.9–10.2	SWBAT analyze how these ideas evolve throughout the text. SWBAT effectively determine the meanings of unknown words and phrases using various strategies, including context clues and reference materials. SWBAT identify and interpret various figures of speech in literary	lessons: • Analyzing how ideas evolve throughout the text • Context clues and reference materials to determine the meaning of unknown words • Figures of speech in literary text Writing Mini-lessons: • Writing body paragraphs using claim, evidence, reasoning, and commentary (CER/PEEL) • Explaining how evidence supports a claim	ELA Instructional Workshop Model Suggested Activities/Groups		Suggested Formative Reading Assessments • Bring on the Benchmark (Mid-Marking Period)

			texts. SWBAT organize and present complex ideas in a coherent manner. SWBAT explain how textual evidence strengthens an argumentative claim.				
		RL.IT.9–10.3 RI.IT.9–10.3 RI.TS.9–10.4 L.VL.9–10.3 W.IW.9–10.2	SWBAT recognize how various points are introduced and developed throughout the text. SWBAT analyze specific examples from the text that	**AI Lesson: Mass Hysteria, Modern Edition** Reading Mini-lessons: • Analyzing how various points are introduced and developed throughout a text • Analyze examples from the text that illustrate	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			illustrate these choices SWBAT evaluate how these choices affect the development and refinement of the text. SWBAT use quotations and examples effectively to engage and inform their audience. SWBAT identify and select relevant facts and details that support their topic.	the author's choices • Author's choice leads to the development of the text (how ideas and claims are structured) • Influence of word choice in the overall meaning and tone of a text Writing Mini-lessons: • Body paragraphs: use quotations and examples • Body paragraphs: relevant facts and details to support topic • Selecting the strongest evidence • Integratin			

				g quotations smoothly • Explaining evidence through reasoning			
January	1-2	RL.CI.9–10.2 RI.CI.9–10.2 RI.CT.9–10.8 W.IW.9–10.2	SWBAT create an objective summary that encapsulates the main points without personal bias. SWBAT identify and discuss the themes and concepts present in the texts and how they relate to each other. SWBAT develop extended definitions and concrete	Reading Mini-lessons: • Objective summary • Relationships of different themes and concepts throughout a text (e.g., Hysteria and Reputation or Reputation and Power). Writing Mini-lessons: • Writing effective counterclaims • Refuting opposing viewpoints respectfully • Strengthening	• LHS ELA Instructional Workshop Model Suggested Activities/Groups	• NJSLA Weekly Practice Questions - Herd Mentality • The Crucible ACT 1 Exit Ticket (PRINTABLE VERSION) • The Crucible ACT 1 Exit Ticket (ONLINE VERSION)	• LHS Suggested Formative Reading Assessments

			details that clarify their ideas. SWBAT summarize key points of their discussion.	reasoning			
		RI.PP.9–10.5 RI.CT.9–10.8 RI.AA.9–10.7 W.IW.9–10.2	SWBAT identify the purpose behind an author's writing. SWBAT critically analyze a variety of seminal and informational texts. SWBAT recognize and identify any inaccuracies or misleading	Reading Mini-lessons: • Author's purpose • Seminal references in anchor text (Biblical references in The Crucible) • Inaccuracies or misleading statements within the text Writing Mini-lessons: • Writing a conclusion that reinforces	• LHS ELA Instructional Workshop Model Suggested Activities/Groups	• Arthur Miller's "The Crucible" Allusions • Activity: Act 1 Scene Rewind (Alternative Perspective Writing and Performance) • Activity: Character "Hot Seat" Interview	• LHS Suggested Formative Reading Assessments

			statements within the text. SWBAT write a conclusion that reinforces the claim, synthesizes supporting evidence, and explains the significance of the argument. SWBAT revise their writing by adding transitions to improve the flow and clarify the relationships between ideas. SWBAT revise their	the claim and explains its significance • Revision: transitions between claims, reasons, evidence, and counterclaims • Strengthening logical organization • Maintaining formal style			

			writing to ensure it is cohesive, improving the clarity and flow of ideas by using effective transitions and logical organization.				
	3-4	RI.AA.9–10.7 W.IW.9–10.2	SWBAT clearly articulate the main argument and supporting claims of a text. SWBAT critically assess the validity of the reasoning presented and determine if the evidence provided supports the claims.	Reading Mini-lessons: • Main argument and supporting claims of an informational text • Validity of the reasoning presented in a text Writing Mini-lessons: • Revision: appropriate language and structure • Revision:	• LHS ELA Instructional Workshop Model Suggested Activities/Groups	• Qualifying Verbs: Making Writing Precise and Nuanced	• LHS Suggested Formative Reading Assessments

			SWBAT revise their writing to use appropriate language and structure, ensuring it aligns with the purpose, audience, and task. SWBAT revise their writing by using formatting tools such as headings, bullets, and images to organize ideas clearly and enhance the overall presentation for the appropriate audience.	formatting techniques (headings, bullets, and images)			

		RI.CR.9–10.1 L.VL.9–10.3 L.VI.9–10.4 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 W.IW.9–10.2	SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout marking period 2 by creating SMART goals.	• Reading benchmark MP 2 • Writing benchmark MP 2 • End of MP reflection • Creating SMART goals		• End of MP Reflection • Argumentative Essay Rubric	• LinkIt! Benchmark MP 2 • End of MP Reflection

Honors Addendum

Primary Sources (Compare & Contrast)

Historical Documents on Salem Witch Trials

- Examination of Bridget Bishop
- Examination of Sarah Good
- Deposition of Rebecca Nurse
- Salem court records
- Cotton Mather excerpts
- Increase Mather excerpts

Honors Question for Primary Sources (Compare & Contrast):

- How accurately does Arthur Miller portray the Salem Witch Trials, and where does he intentionally alter history?
- How does Arthur Miller use the Salem Witch Trials to shape readers' understanding of justice, authority, and individual responsibility?

Honors Writing Extension

Use at least two sources, including one primary source

Additional Project:

Mock Trial: The Deputy Governor Danforth

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Writing and Speaking **Command of the English Language (ELA.L.SS.9–10.1)** Demonstrating proper use of grammar, usage, punctuation, and sentence structure in argumentative writing and speaking. **Effective Language Choices (ELA.L.KL.9–10.2)** Choosing precise language, tone, and rhetorical techniques to strengthen arguments and address audience. **Argumentative Writing (ELA.W.AW.9–10.1)** Writing arguments that support claims with logical reasoning, relevant evidence, valid reasoning, and acknowledgment of counterclaims. **Writing Development (ELA.W.WP.9–10.4)** Strengthening argumentative writing through planning, drafting, revising, editing, and rewriting. **Routine Writing (ELA.W.RW.9–10.7)** Writing routinely over extended and shorter time frames to	**Justice, Civic Responsibility, and Individual Voice** Building upon the study of civic engagement and social change in March, students will examine how fear, authority, and individual conscience influence justice and society. **Historical Context and Multiple Perspectives** Building upon their analysis of the Civil Rights Movement, students will compare historical events, evaluate multiple perspectives, and examine how history influences literature and societal change. **Literary and Informational Analysis** Building upon their ability to analyze literary and informational texts, students will examine how authors develop themes, characters, arguments, and historical connections to communicate complex ideas. **Author's Purpose and Perspective** Building upon their analysis of purpose and perspective in informational texts, students will evaluate how Arthur Miller and other authors use allegory, rhetoric, and historical events to communicate enduring messages about justice, fear, and power.

develop claims, analyze evidence, and respond to texts. **Effective Participation in Discussions (ELA.SL.PE.9–10.1)** Initiating and participating effectively in collaborative discussions by defending claims, evaluating evidence, and responding respectfully to differing viewpoints. **Presentation Skills (ELA.SL.PI.9–10.4)** Presenting claims and supporting evidence clearly and logically while adapting content for audience and purpose. **Adaptation of Speech (ELA.SL.AS.9–10.6)** Adapting speech to formal discussions, debates, and presentations using appropriate academic language. **Reading and Analysis** **Vocabulary Acquisition (ELA.L.VL.9–10.3)** Determining the meaning of unfamiliar academic, historical, and literary vocabulary using context and reference materials. **Understanding Figurative Language (ELA.L.VI.9–10.4)** Analyzing figurative language, connotation, and rhetorical devices to determine their impact on meaning and tone. **Textual Evidence in Literary Texts (ELA.RL.CR.9–10.1)** Citing strong and thorough textual evidence to support analysis and argumentative claims about literary texts. **Textual Evidence in Informational Texts (ELA.RI.CR.9–10.1)** Citing strong and thorough textual evidence from informational texts to support analysis and argumentative claims. **Theme Analysis in Literary Texts (ELA.RL.CI.9–10.2)** Analyzing how themes such as justice, integrity, fear, power, and reputation develop throughout The Crucible. **Central Idea Analysis in Informational Texts (ELA.RI.CI.9–10.2)** Determining central ideas in historical and informational texts and evaluating how they support understanding of the unit's themes. **Character Development and Conflict (ELA.RL.IT.9–10.3)** Analyzing how complex characters, motivations, and conflicts	**Evidence-Based Analysis** Building upon informative writing, students will continue citing strong textual evidence from literary and informational texts to support increasingly sophisticated analytical and argumentative claims. **Argument Development** Building upon informative/explanatory writing, students will develop clear claims, support them with relevant evidence and reasoning, address counterclaims, and strengthen arguments through revision. **Critical Evaluation of Sources** Building upon central idea and author's purpose analysis, students will evaluate arguments, assess the validity of evidence, and distinguish between effective and ineffective reasoning. **Academic Discussion and Collaboration** Building upon collaborative discussions, students will defend claims, evaluate differing viewpoints, and participate in evidence-based academic conversations. **Writing Process** Building upon the writing process established in Unit 1, students will strengthen argumentative writing through planning, drafting, revising, editing, and rewriting.

shape the development of the plot and themes. **Development of Ideas in Informational Texts (ELA.RI.IT.9–10.3)** Analyzing how authors develop ideas, historical claims, and evidence to support their purpose. **Text Structure Analysis (ELA.RI.TS.9–10.4)** Analyzing how authors organize arguments and develop claims in informational texts. **Author's Perspective and Rhetorical Devices in Literary Texts (ELA.RL.PP.9–10.5)** Analyzing Arthur Miller's purpose, perspective, and use of allegory, symbolism, irony, and dramatic structure to communicate ideas. **Author's Purpose and Rhetorical Devices in Informational Texts (ELA.RI.PP.9–10.5)** Analyzing how authors use rhetorical strategies to develop arguments about historical events, religion, justice, and civil liberties. **Argument Evaluation (ELA.RI.AA.9–10.7)** Evaluating the validity of arguments, reasoning, evidence, and counterclaims presented in informational texts. **Analysis of Historical and Foundational Texts (ELA.RI.CT.9–10.8)** Analyzing foundational historical and informational texts to evaluate how issues of fear, authority, justice, and individual rights continue to shape society.	

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).
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem

	solving (e.g., 1.3E.12profCR3.a).
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
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".

2	Reason abstractly and quantitatively
3	Construct viable arguments and critique the reasoning of others
7	Look for and make use of structure
A.CED.A.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
1.4.12adv.Pr4	Selecting, analyzing, and interpreting work.
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.
1.4.12adv.Re	Responding
6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
1.4.12adv.Re7	Perceiving and analyzing products.
1.4.12adv.Re7a	Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work.
1.4.12adv.Re7b	Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
1.4.12adv.Re8	Interpreting intent and meaning.
1.4.12adv.Re8a	Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.
1.4.12adv.Re8b	Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.
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.
1.4.12adv.Re8c	Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.
1.4.12adv.Cn	Connecting
1.4.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.4.12adv.Cn10a	Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community and cultural perspectives.

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.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
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.
LS3.B	Variation of Traits
HS-LS4	Biological Evolution: Unity and Diversity
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth’s systems result in changes in climate.
HS-ESS3	Earth and Human Activity