

LHS English 10 Unit 2 (updated)

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

Unit Overview

Theme: A New Nation through a Nation Divided

Benchmark Text Focus: Informational

Anchor Text: The Crucible

Writing Genre Focus: Argumentative & Conventions

Benchmark & Answer Key

Targeted ELA Standards

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

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.SS.9–10.1.A	Use parallel structure.
ELA.L.SS.9–10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
ELA.L.SS.9–10.1.C	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
ELA.L.SS.9–10.1.D	Use a colon to introduce a list or quotation.
ELA.L.SS.9–10.1.E	Recognize spelling conventions.
ELA.L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
ELA.L.KL.9–10.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

ELA.L.KL.9–10.2.B	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
ELA.L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
ELA.L.VL.9–10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VL.9–10.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
ELA.L.VL.9–10.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
ELA.L.VL.9–10.3.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
ELA.L.VL.9–10.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
ELA.L.VL.9–10.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
ELA.L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
ELA.L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.L.VI.9–10.4.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
ELA.RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
ELA.RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
ELA.RI.IT.9–10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ELA.RI.TS.9–10.4	Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
ELA.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.

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.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.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.
ELA.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.
ELA.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.
ELA.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.
ELA.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.
ELA.W.AW.9–10.1.E	Provide a concluding paragraph or section that supports the argument presented.
ELA.W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.RW.9–10.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELA.SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
ELA.SL.PE.9–10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
ELA.SL.PE.9–10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
ELA.SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
ELA.SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
ELA.SL.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.

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](#)

[Historical Documents](#)

[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](#)

CommonLit Articles:

- [Puritan Laws & Character](#)
- [Witchcraft in Salem](#)
- [McCarthyism](#)
- [Answer keys](#)

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

- Native American Tribes
- [“King Philip's War”](#)
- Excerpt of Jonathan Edwards’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”)
- [McCarthyism](#) (YouTube)
- [Salem Witch Trials](#) (YouTube)
- The Salem (and Other) Witch Hunts by Mike Kubic (Common Lit.)

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	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 demonstrate their knowledge of reading an informational text 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 in texts from outside the United States. SWBAT demonstrate	Reading Mini-lessons: • Informational Reading Pre-assessment • 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: • Informative/Explanatory Writing Pre-assessment • Characteristics of Informative/Explanatory		Informative/Explanatory Writing Rubric The New Yorker article: Why I Wrote "The Crucible" By Arthur Miller	• LinkIt! pre-assessment - reading • Writing pre-assessment • Unit 2: Writing Pre-assessment • Google Form for writing pre-assessment

		their knowledge of informational essay writing by taking a pre-assessment. SWBAT identify the characteristics of informative/explanatory essay writing.	exemplar essay			
	RI.CR.9–10.1 RL.CR.9–10.1 L.VL.9–10.3	SWBAT analyze informational texts by identifying both explicit information and inferred meanings. SWBAT cite textual evidence effectively to support their analyses. SWBAT make clear connections between different aspects of the text, including themes, arguments, and supporting	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 Writing Mini-lessons: • Review informative/e	LHS ELA Instructional Workshop Model Suggested Activities/Groups	Informative/Explanatory Writing Rubric	LHS Suggested Formative Reading Assessments

			details. SWBAT analyze how specific word choices impact the overall meaning and tone of texts. SWBAT distinguish between connotations and denotations of words. SWBAT review the informative/explanatory essay rubric. SWBAT use precise language and domain-specific vocabulary to convey information. SWBAT chose a significant topic to write about throughout the unit.	xplanatory essay rubric • Review domain-specific vocabulary based on rubric • Choosing a significant topic			
Dece	1-2	RL.CI.	SWBAT	Reading Mini-	• LHS		• LH

mber	9–10.2 RI.CI.9–10.2 RL.IT.9–10.3 RI.IT.9–10.3 W.IW.9–10.2	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 contribute to the overall theme or argument. SWBAT generate ideas for a piece of writing by brainstorming in various ways. SWBAT identify and decide on important subtopics within their chosen topic to effectively organize their ideas and guide their writing.	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: • Ways to brainstorm essay writing • Deciding on important subtopics within your chosen topic	ELA Instructional Workshop Model Suggested Activities/Groups	Suggested Formative Reading Assessments
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		RL.CR.9–10.1 RI.CR.9–10.1 L.VL.9–10.3 RI.PP.9–10.5 W.IW.9–10.2	SWBAT recognize and articulate areas of uncertainty or 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	Reading Mini-lessons: • Recognizing areas of uncertainty or ambiguity within the text • 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: • Knowing your audience and deciding on a purpose for writing • Appropriate style and tone based on audience and purpose • Introduction paragraph: introduce chosen topic and present	• LHS ELA Instructional Workshop Model Suggested Activities/Groups	○ NJSLA Weekly Practice Question Set on Standards Practice ○ Study Guide	• LHS Suggested Formative Reading Assessments

		appropriate style and tone, such as formal and objective in academic contexts. SWBAT introduce and define a chosen topic clearly.	significance of topic			o <u>p</u> <u>y</u> <u>T</u> <u>h</u> <u>e</u> <u>s</u> <u>i</u> <u>s</u> <u>A</u> <u>c</u> <u>t</u> <u>i</u> <u>v</u> <u>i</u> <u>t</u> <u>y</u> <u>A</u> <u>n</u> <u>s</u> <u>w</u> <u>e</u> <u>r</u> <u>K</u> <u>e</u> <u>y</u> <u>T</u> <u>h</u> <u>e</u> <u>s</u> <u>i</u> <u>s</u> <u>A</u> <u>c</u> <u>t</u> <u>i</u> <u>v</u> <u>i</u> <u>t</u> <u>y</u> <u>S</u> <u>o</u> <u>c</u> <u>i</u> <u>a</u> <u>l</u> <u>M</u> <u>e</u> <u>d</u> <u>i</u> <u>a</u>	
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	3-4	RL.CI.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 texts. SWBAT organize and present complex ideas in a coherent manner. SWBAT	Reading Mini-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: - Body paragraphs: organizing and presenting complex ideas - Body paragraphs: meaningful connections between concepts	LHS ELA Instructional Workshop Model Suggested Activities/Groups		LHS Suggested Formative Reading Assessments

			Make meaningful connections between different concepts.				
		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 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	Reading Mini-lessons: - Analyzing how various points are introduced and developed throughout a text - Analyze examples from the text that illustrate 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	LHS ELA Instructional Workshop Model Suggested Activities/Groups		LHS Suggested Formative Reading Assessments

			identify and select relevant facts and details that support their topic.	and details to support topic			
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 details that clarify their ideas. SWBAT summarize key points of their discussion.	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: • Body paragraphs: concrete details and definitions to clarify ideas • Conclusion paragraph: summarize key points	• 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
		RI.PP.	SWBAT identify the	Reading Mini-	• LHS ELA	• Arthur Miller's	• LHS

	9–10.5 RI.CT. 9–10.8 RI.AA. 9–10.7 W.IW. 9–10.2	purpose behind an author's writing. SWBAT critically analyze a variety of seminal and informational texts. SWBAT recognize and identify any inaccuracies or misleading statements within the text. SWBAT revise their writing by adding transitions to improve the flow and clarify the relationships between ideas. SWBAT revise their writing to ensure it is cohesive, improving the clarity and flow of ideas by using effective	lessons: • Author's purpose • Seminal references in anchor text (Biblical references in The Crucible) • Inaccuracies or misleading statements within the text Writing Mini-lessons: • Revision: adding transitions • Revision: check for cohesive writing to improve clarity and flow	Instructional Workshop Model Suggested Activities/Groups	"The Crucible" - Allusion • Activity : Act 1 Scene Rewind (Alternative Perspective Writing and Performance) • Activity : Character "Hot Seat" Interview	Suggested Formative Reading Assessments
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			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. 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	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: formatting techniques (headings, bullets, and images)	• LHS ELA Instructional Workshop Model Suggested Activities/Groups	• Qualifying Verbs: Making Writing Precise and Nuanced	• LHS Suggested Formative Reading Assessments

			images to organize ideas clearly and enhance the overall presentation for the appropriate audience.				
		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.	• Bring on the Benchmark MP 2 • Reading benchmark MP 2 • Writing benchmark MP 2 • End of MP reflection • Creating SMART goals		• ANSWERS CHOICES Grade 10 MP2 REVIEW Bring on the Benchmark Questions • DISCUSS ANSWERS CHOICES Grade 10 MP2 REVIEW Bring on the Benchmark Questions • End of MP Reflection • Informative Essay Rubric	• LinkIt! Benchmark MP 2 • End of MP Reflection

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Writing and Speaking 1. Command of the English Language (ELA.L.SS.9–10.1) - Demonstrating proper use of grammar and structure in writing and speaking. 2. Effective Language Choices (ELA.L.KL.9–10.2) - Making effective choices in language for meaning or style in various contexts. 3. Informative/Explanatory Writing (ELA.W.IW.9–10.2) - Writing to examine and convey complex ideas clearly and accurately. 4. Writing Development (ELA.W.WP.9–10.4) - Strengthening writing through planning, revising, editing, and rewriting. 5. Routine Writing (ELA.W.RW.9–10.7) - Writing regularly over different time frames for various tasks and purposes. 6. Effective Participation in Discussions (ELA.SL.PE.9–10.1) - Initiating and participating in collaborative discussions, expressing ideas clearly. 7. Presentation Skills (ELA.SL.PI.9–10.4) - Presenting information logically and effectively, appropriate to the task and	1. Language Skills: Command of English Language System and Structure (ELA.L.SS.9–10.1): This skill continues from previous units where students built foundational grammar and language structure knowledge through writing and speaking exercises. The current unit builds on these skills, emphasizing advanced grammar and language choices to enhance clarity and effectiveness in their writing and speaking tasks. <i>Curriculum Reference:</i> Units focusing on narrative and argumentative writing. Effective Language Choices (ELA.L.KL.9–10.2): Previously, students practiced making effective language choices in their writing and discussions. In the current unit, this skill is further developed as students refine their language use to convey complex themes and ideas more effectively. <i>Curriculum Reference:</i> Units on thematic analysis and character development. Vocabulary and Figurative Language (ELA.L.VL.9–10.3 & ELA.L.VI.9–10.4): Students have worked on understanding and using vocabulary and figurative language in context. The current unit will extend these skills by analyzing how authors use figurative language and nuanced word meanings to convey deeper themes and ideas. <i>Curriculum Reference:</i> Units on literary devices and thematic analysis. 2. Reading Skills: Citing Textual Evidence (ELA.RL.CR.9–10.1 & ELA.RI.CR.9–10.1): In earlier units, students learned to cite textual evidence to support their analysis of themes and characters. This skill is reinforced in the current unit as students must provide thorough and relevant evidence to support their analysis of new texts. <i>Curriculum Reference:</i> Previous units on thematic analysis and character analysis. Determining Themes and Central Ideas (ELA.RL.CI.9–10.2 & ELA.RI.CI.9–10.2): Students previously worked on identifying and analyzing themes in texts. The current unit builds on

audience.

**8. Adaptation of Speech
(ELA.SL.AS.9–10.6)**

- Adapting speech for different contexts and tasks, using formal English appropriately.

Reading and Analysis

**1. Vocabulary Acquisition
(ELA.L.VL.9–10.3)**

- Determining the meaning of unknown words using various strategies.

2. Understanding Figurative Language (ELA.L.VI.9–10.4)

- Demonstrating understanding of figurative language and word nuances.

3. Textual Evidence in Literary Texts (ELA.RL.CR.9–10.1)

- Citing textual evidence to support analysis of what a literary text says explicitly and inferentially.

4. Textual Evidence in Informational Texts (ELA.RI.CR.9–10.1)

- Citing textual evidence to support analysis of what an informational text says explicitly and inferentially.

5. Theme Analysis in Literary Texts (ELA.RL.CI.9–10.2)

- Determining and analyzing themes in literary texts.

6. Central Idea Analysis in Informational Texts (ELA.RI.CI.9–10.2)

- Determining and analyzing central ideas in informational

this by requiring students to determine and analyze more complex themes and central ideas, enhancing their understanding of how themes evolve and are developed throughout a text. *Curriculum Reference:* Units focused on thematic development and narrative analysis.

Analyzing Author’s Development of Ideas

(ELA.RL.IT.9–10.3 & ELA.RI.IT.9–10.3): Skills in analyzing how authors develop ideas and characters were established in earlier units. This unit deepens this analysis by focusing on how these elements interact and influence the plot and themes. *Curriculum Reference:* Previous units on character development and plot analysis.

Analyzing Text Structure (ELA.RL.TS.9–10.4 & ELA.RI.TS.9–10.4): Prior units introduced students to basic structural elements in texts. The current unit advances this by examining how the structure and manipulation of time contribute to thematic development and the overall effect of the text. *Curriculum Reference:* Units on narrative structure and literary techniques.

Determining Author’s Purpose (ELA.RI.PP.9–10.5): Previous units covered how authors use rhetorical devices and purposes in texts. The current unit extends this by analyzing how rhetorical devices are used within the context of thematic and structural elements. *Curriculum Reference:* Units on argumentative and informational writing.

3. Writing Skills:

Informative/Explanatory Writing (ELA.W.IW.9–10.2): Students have practiced writing informative texts in previous units. In the current unit, this skill is applied to more complex ideas and themes, focusing on clarity and effective organization of information. *Curriculum Reference:* Units on writing historical events and scientific procedures.

Writing Development (ELA.W.WP.9–10.4): The focus on revising, editing, and reflecting on writing from earlier units is reinforced as students continue to develop their writing skills through iterative feedback and revision processes. *Curriculum Reference:* Units on narrative and argumentative writing.

texts.

**7. Character and Plot Analysis
(ELA.RL.IT.9–10.3)**

- Analyzing character development and plot advancement in literary texts.

8. Idea Development in Informational Texts (ELA.RI.IT.9–10.3)

- Analyzing how ideas are developed and connected in informational texts.

**9. Text Structure Analysis
(ELA.RI.TS.9–10.4)**

- Analyzing the structure of ideas or claims in a text and how they are developed.

10. Author's Perspective and Rhetorical Devices in Literary Texts (ELA.RL.PP.9–10.5)

- Determining and analyzing an author's perspective and use of rhetorical devices in literary texts.

11. Author's Purpose and Rhetorical Devices in Informational Texts (ELA.RI.PP.9–10.5)

- Determining and analyzing an author's purpose and use of rhetorical devices in informational texts.

**12. Argument Evaluation
(ELA.RI.AA.9–10.7)**

- Evaluating the argument and specific claims in informational texts for validity and sufficiency.

13. Analysis of Seminal and Informational Texts (ELA.RI.CT.9–10.8)

Routine Writing (ELA.W.RW.9–10.7): Regular writing practices from previous units will be applied to new tasks and time frames, reinforcing effective writing habits and skills. *Curriculum Reference:* Various writing assignments throughout previous units.

4. Speaking and Listening Skills:

Collaborative Discussions (ELA.SL.PE.9–10.1): Skills in initiating and participating in discussions have been built upon from previous units where students engaged in various discussion formats. The current unit will continue to emphasize effective collaboration and communication in group settings. *Curriculum Reference:* Units focused on discussion and debate.

Presenting Information (ELA.SL.PI.9–10.4): Presentation skills honed in earlier units will be applied to presenting findings and evidence clearly and logically in the current unit. *Curriculum Reference:* Units on presenting research and analysis.

Adapting Speech (ELA.SL.AS.9–10.6): Skills in adapting speech for various contexts are refined as students continue to practice both formal and informal speaking tasks in the current unit. *Curriculum Reference:* Units on formal and informal speaking practices.

- Analyzing and reflecting on significant themes and concepts in historical and scientific texts.

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".

WRK.9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections

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".

MATH.K-12.1	Make sense of problems and persevere in solving them
MATH.K-12.2	Reason abstractly and quantitatively
MATH.K-12.3	Construct viable arguments and critique the reasoning of others
MATH.K-12.5	Use appropriate tools strategically
MATH.K-12.6	Attend to precision
MATH.K-12.7	Look for and make use of structure
MATH.K-12.8	Look for and express regularity in repeated reasoning
TH.9-12.1.4.12adv.Pr4	Selecting, analyzing, and interpreting work.

SOC.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.
TH.9-12.1.4.12adv.Re	Responding
TH.9-12.1.4.12adv.Re7	Perceiving and analyzing products.
SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
TH.9-12.1.4.12adv.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.
TH.9-12.1.4.12adv.Re7b	Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
TH.9-12.1.4.12adv.Re8	Interpreting intent and meaning.
TH.9-12.1.4.12adv.Re8a	Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices.
TH.9-12.1.4.12adv.Re8b	Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.
TH.9-12.1.4.12adv.Re8c	Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.
TH.9-12.1.4.12adv.Cn	Connecting
TH.9-12.1.4.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
TH.9-12.1.4.12adv.Cn10a	Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community and cultural perspectives.
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
SOC.6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
SCI.HS-LS3	Heredity: Inheritance and Variation of Traits
SCI.HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
SCI.HS.LS3.B	Variation of Traits
SCI.HS-LS4	Biological Evolution: Unity and Diversity
SCI.HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
SCI.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.
SCI.HS-ESS3	Earth and Human Activity