LHS English 10 Unit 1

Content Area: **ELA**
Course(s):
Time Period: **MP1**
Length:
Status: **Published**

Unit Overview

Theme: The Fight for the American Promise

Benchmark Text Focus: Informational

Anchor Text: March: Book One- Memoir

Writing Genre Focus: Informative/Explanatory & 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.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.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.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.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).
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.
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.
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).
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.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.
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	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.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.UM.9–10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
SL.AS.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Rationale

This unit introduces students to American Literature by examining the ongoing pursuit of freedom, equality, and justice through the lens of the Civil Rights Movement. Using *March: Book One* as the anchor text, students explore how personal experiences can illuminate larger historical events and shape our understanding of American identity. By pairing the graphic memoir with informational texts, primary sources, and historical documents, students develop the skills to analyze multiple perspectives, evaluate evidence, and synthesize information. The unit culminates in informative/explanatory writing, allowing students to communicate their understanding of how individuals have challenged injustice and worked to expand the promises of democracy. Ultimately, students will consider how literature and informational texts together deepen our understanding of the American experience and the ongoing pursuit of a more just society.

Enduring Understandings

Content Specific	Skills Specific
1. American Identity and Democracy: The American promise of freedom, equality, and justice has evolved through the actions of individuals and movements that challenged injustice and expanded civil rights. **2. Civic Engagement and Social Change:** Individuals and communities have the power to influence society through civic participation, peaceful protest, and collective action, demonstrating that meaningful change often requires courage, perseverance, and collaboration. **3. Historical Perspective and Multiple Voices:** Examining historical events through memoirs, primary sources, and informational texts provides multiple perspectives that deepen our understanding of the American experience and its continuing impact. **4. Memoir as a Lens for History:** Personal narratives connect individual experiences to larger historical events, allowing readers to better understand how history shapes identity and how individuals shape history.	**1. Reading Informational and Literary Texts:** Effective readers analyze central ideas, author's purpose, point of view, and the interaction of text and visual elements to construct meaning across multiple sources. **2. Evidence-Based Analysis:** Analyzing and synthesizing information from diverse, credible sources enables readers to develop informed conclusions supported by relevant textual evidence. **3. Informative and Explanatory Writing:** Effective informative writing communicates ideas clearly by organizing information logically, integrating evidence from multiple sources, and explaining complex topics with precision. **4. Critical Thinking and Historical Inquiry:** Evaluating multiple perspectives, questioning sources, and making connections between historical events and contemporary issues strengthen critical thinking and deepen historical understanding. **5. Visual Literacy and Communication:** Graphic memoirs combine visual and textual elements to communicate ideas, develop themes, and enhance meaning, requiring readers to analyze how images and words work together to shape understanding.

Essential Questions

Content Specific	Skills Specific
• **How do individuals use their voices to shape a more just society?** • **How have ordinary individuals challenged injustice and influenced the course of American history?** • **To what extent has America lived up to its promises of freedom, equality, and justice?** • **Why is it important to examine history through multiple perspectives?** • **How do personal experiences deepen our understanding of historical events?** • **What responsibilities do citizens have in creating a more just society?**	**Reading** • **How do authors use words and images to communicate complex ideas and historical events?** • **How does analyzing multiple sources deepen our understanding of a topic?** • **How does evaluating evidence strengthen our understanding of history?** **Writing** • **How can writers effectively organize and explain complex ideas using evidence from multiple sources?** • **How does selecting relevant evidence strengthen informative writing?** **Communication** • **How do readers and writers evaluate different perspectives to develop informed conclusions?**

Key Resources

Anchor Text: March: Book One

Vocabulary List

March: Vocabulary List

Historical Context

Martin Luther King and the Montgomery

Jim Crow Laws

The Supreme Court Ruling in Brown vs. Board of Education (CommonLit)

Perspectives on Equality & Citizenship

A Quilt of a Country by Anna Guindlen (DEI Integration: 9/11)

"Free Minds and Hearts at Work" by Jackie Robinson

Comparing Movements for Social Change

Empowering the Black Power Movement By USHistory 2016 (CommonLit)

The Chicano Movement By Jessica McBirney 2017 (CommonLit) (DEI Integration: Hispanic History Month)

"Latin American Trailblazers in Major League Baseball" (CommonLit) (DEI Integration: Hispanic History Month)

Contemporary Connections & Civic Engagement

The Flint Water Crisis (CommonLit)

Civic Engagement (NewsELA)

Youth Activism for Climate Change (NewsELA)

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

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 Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
September	1-2	SL.PE.9–10.1 L.KL.9–10.2 SL.AS.9–10.6	SWBAT demonstrate 10th grade policies and procedures. SWBAT identify the norms of a group or partnership. SWBAT demonstrate the procedures and expectations	• Getting to Know You • Classroom Procedures & Expectations (relationship building, Instructional Workshop Model, group			• LinkIt! pre-assessment - reading

			of a student-centered activity. SWBAT demonstrate their knowledge of reading by taking a pre-assessment.	work, turn & talk procedures, etc.) • Reading Pre-assessment			
	1-2	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.	• Getting to Know You • Classroom Procedures & Expectations (choosing "just right" books, when to abandon a book, how to "book talk", etc.) • Writing Pre-assessment		Informational Writing Rubric Information/research writing exemplar	• Informational essay writing pre-assessment
	3-4	RI.CI.9-10.2 RL.CI.9-10.2 L.VL.9–10.3 W.WR.	SWBAT trace the development of a central idea throughout informational texts and explain how	Informational Text Mini-Lesson: • Trace how central	• LHS Instructional Workshop Model Suggested	Informational Writing Rubric Information/research writing exemplar	• LHS Suggested Formative Reading Assessments

		9–10.5	specific events, individuals, and details contribute to its development. SWBAT analyze how themes develop through John Lewis's experiences, dialogue, illustrations, and key historical events in a graphic memoir. SWBAT use context clues and knowledge of word patterns to determine the meaning of unfamiliar words. SWBAT analyze the characteristics and organizational structure of effective informative/explanatory writing.	idea develops across sections; analyze nuanced shifts or contradictions. 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-	Activities/Groups	Exploring Research Skills Pear Deck Internet Research Checklist	

			SWBAT generate focused inquiry questions and gather information from multiple sources to deepen understanding of a historical topic.	Lesson: • Review exemplar and rubric for an informational research essay • Generate research questions, explore 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 relevant evidence to develop central ideas and support historical claims. 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 and	Informational Text Mini-Lesson: • Analyze strength, validity, and relevance of evidence supporting an idea or analysis. Literary Text Mini-Lesson: • Analyze how evidence from the text (dialogue,	• LHS Instructional Workshop Model Suggested Activities/Groups	Research Facts to Sentence Form	• LHS Suggested Formative Reading Assessments

			refine word meanings. SWBAT conduct preliminary research by taking notes from sources and developing their topic with relevant supporting details.	narration, imagery) supports character motivation or theme. Language Mini-Lesson: • Use reference materials to verify word meanings Writing Mini-Lesson: • Begin short research & note-taking from sources • Develop topic with relevant details			
October	1-2	RI.TS.9-10.4 RL.TS.9-10.4 L.VL.9	SWBAT analyze how an author's organization of paragraphs, sections, and	**AI Lesson: Whose Story Gets Told?** Informational	• LHS Instructional Workshop		• LHS Suggested Formative Reading

		–10.3 W.IW. 9–10.2 W.WR. 9–10.5	graphic elements contributes to the clarity and development of ideas. SWBAT examine how the organization of chapters, scenes, and illustrations contributes to the development of historical events and themes. 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.	Text Mini-Lesson: • Evaluate how paragraph or section placement shapes argument clarity. Literary Text Mini-Lesson: • Analyze how scene/chapter structure (e.g., nonlinear timeline) contributes to suspense, irony, or theme. Language Mini-Lesson: • Analyze word choice impact on tone/meaning	Model Suggested Activities/Groups		Assessments

				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.9–10.5	SWBAT compare how two authors structure and introduce central ideas in informational texts to convey differing perspectives. SWBAT analyze how narrative techniques such as pacing, flashbacks, or point-of-view shifts affect plot and character development. SWBAT interpret figurative language and	Informational Text Mini-Lesson: • compare how two authors develop central ideas and perspectives about the Civil Rights Movement. Literary Text Mini-Lesson: • Analyze pacing, flashbacks, or shifting POV and how	• LHS Instructional Workshop Model Suggested Activities/Groups	• Bring on the Benchmark: Post-Reflection	• LHS Suggested Formative Reading Assessments • Mid-Marking Period: Bring on the Benchmark

			analyze how slight differences in word choice impact meaning. SWBAT use appropriate transitions and academic vocabulary while refining their inquiry questions during the research process.	they affect the unfolding of plot or character arc. Language Mini-Lesson: • Interpret figures of speech; word nuances Writing Mini-Lesson: • Use transitions and domain-specific vocabulary • Refine inquiry and continue research			
	3-4	RI.PP.9-10.5 RL.PP.9-10.5 L.VI.9–10.4 W.IW.	SWBAT analyze how authors use organizational structure, evidence, and word choice to communicate purpose and	Informational Text Mini-Lesson: • Analyze use of rhetorical appeals and	• LHS Instructional Workshop Model Sugge		• LHS Suggested Formative Reading Assessments

		9–10.2 W.WR. 9–10.5	perspective. SWBAT analyze how the author's tone, narrative voice, and cultural perspective shape the reader's understanding of the text. SWBAT 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.	strategies to advance purpose. Literary Text Mini-Lesson: • Analyze how author's tone, narration, or cultural perspective shapes reader interpretation. Language Mini-Lesson: • Analyze connotative meaning, tone, formality Writing Mini-Lesson: • Style and tone for research writing • Draft and integrat	sted Activities/Groups		

				e source material			
		RI.AA.9-10.7 L.VL.9–10.3 L.VI.9-10.4 W.IW.9–10.2 W.WR.9–10.5	SWBAT evaluate the relevance and sufficiency of evidence used to support an author's central ideas. 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 evidence and revise their work based on peer or teacher	Bring on the Benchmark Questions Informational Text Mini-Lesson: • Evaluate reasoning and detect manipulation or logical fallacies. Literary Text Mini-Lesson: • Evaluate character reasoning and development—what drives decisions? How does this build conflict? Language Mini-Lesson:	• LHS Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			feedback.	• Use precise word choice and vocabulary Writing Mini-Lesson: • Body paragraphs with cited support • Revise using feedback			
November	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	• 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.	different cultures /time periods treat a similar theme or archetype. Language Mini-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.	SWBAT to demonstrate	• Reading benchm		• End of MP	• LinkIt! Benchm

		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	their knowledge of an informational text by taking a benchmark assessment. SWBAT to demonstrate their knowledge of writing a research essay. SWBAT reflect on their learning in reading and writing throughout marking period 4 by creating SMART goals.	ark MP 1 • Writing benchmark MP 1 • End of MP reflection		• Reflection • Informational Writing Rubric	ark MP 1 • End of MP Reflection

Honors Addendum

Anchor Text: March: Book One

Vocabulary List

March: Vocabulary List

Historical Context

Martin Luther King and the Montgomery

Jim Crow Laws

The Supreme Court Ruling in Brown vs. Board of Education (CommonLit)

Honors Extension

"Letter from Birmingham Jail," by MLK (CommonLit)

"What to the Slave is the Fourth of July," by Fredrick Douglass (CommonLit)

"How Malcolm X Learned to Read," by Clint Smith (CommonLit)

Excerpt from *My Beloved World* — Sonia Sotomayor

Excerpt from *The Distance Between Us* — Reyna Grande

Comparing Movements for Social Change

Empowering the Black Power Movement By USHistory 2016 (CommonLit)

The Chicano Movement By Jessica McBirney 2017 (CommonLit) (DEI Integration: Hispanic History Month)

"Latin American Trailblazers in Major League Baseball" (CommonLit) (DEI Integration: Hispanic History Month)

Contemporary Connections & Civic Engagement

The Flint Water Crisis (CommonLit)

Civic Engagement (NewsELA)

Youth Activism for Climate Change (NewsELA)

Perspectives on Equality & Citizenship

A Quilt of a Country by Anna Guindlen (DEI Integration: 9/11)

"Free Minds and Hearts at Work" by Jackie Robinson

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Reading Skills **Citing Textual Evidence (ELA.RI.CR.9–10.1 & ELA.RL.CR.9–10.1)** Using thorough and relevant textual evidence to support analysis of a graphic memoir, informational texts, and primary sources. **Determining Central Ideas and Themes (ELA.RI.CI.9–10.2 & ELA.RL.CI.9–10.2)** Determining central ideas and themes and analyzing how they develop throughout literary and informational texts while	**1. Language Skills:** • **Command of English Language System and Structure (ELA.L.SS.9–10.1)**: This skill continues from previous units where students have been building their foundational grammar and language structure knowledge through writing and speaking exercises. The emphasis on effective language choices and proper grammar in earlier units will enhance their ability to use language commandfully in the current unit.

providing objective summaries.

Analyzing Author's Development of Ideas (ELA.RI.IT.9–10.3 & ELA.RL.IT.9–10.3)

Analyzing how authors develop ideas, events, and individuals to communicate perspectives on history, identity, and social change.

Analyzing Multiple Sources (ELA.RI.CT.9–10.8)

Comparing and synthesizing information presented across multiple informational texts, primary sources, and media to deepen understanding of historical events and perspectives.

Analyzing Text Features and Visual Elements (ELA.RI.TS.9–10.4 & ELA.RL.TS.9–10.4)

Analyzing how structural choices, including graphic elements, visuals, and text features, contribute to meaning and enhance understanding.

Writing Skills

Informative/Explanatory Writing (ELA.W.IW.9–10.2)

Writing informative/explanatory texts that communicate complex ideas clearly through effective organization, analysis, and integration of evidence from multiple sources.

Writing Development (ELA.W.WP.9–10.4)

Strengthening writing through planning, drafting, revising, editing, and reflecting to improve clarity, organization, and effectiveness.

Research and Source Integration (ELA.W.WR.9–10.5 & ELA.W.SE.9–10.6)

Gathering, evaluating, and integrating relevant information from multiple credible sources while following citation conventions and avoiding plagiarism.

Routine Writing (ELA.W.RW.9–10.7)

Writing routinely over extended and shorter time frames for a variety of purposes, including reflection, analysis, and informative writing.

Speaking and Listening Skills

Collaborative Discussions (ELA.SL.PE.9–10.1)

Participating effectively in collaborative discussions by building on others' ideas, asking thoughtful questions, and expressing ideas supported by evidence.

Curriculum Reference: Units focusing on narrative and argumentative writing.

- **Effective Language Choices (ELA.L.KL.9–10.2)**: Previously, students have practiced making effective language choices in their writing assignments 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. *Curriculum Reference:* Units on thematic analysis and character development.

2. Reading Skills:

- **Citing Textual Evidence (ELA.RL.CR.9–10.1 & ELA.RI.CR.9–10.1)**: In earlier units, students have been trained to cite textual evidence to support their analysis of themes and characters. The current unit reinforces this skill by requiring students to provide thorough and relevant evidence to support their analysis of new texts. *Curriculum Reference:* 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 have previously worked on identifying and analyzing themes in texts. The current unit builds on this by asking students to determine and analyze more complex themes and central ideas, enhancing their understanding of how themes evolve. *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 have been 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 have introduced students to basic structural elements in texts. The current unit advances

Integrating Sources and Evaluating Credibility (ELA.SL.II.9–10.2) Analyzing information from multiple media and formats while evaluating the credibility and relevance of sources. **Presenting Information (ELA.SL.PI.9–10.4)** Presenting information and supporting evidence clearly and logically for a specific audience and purpose.	this by examining how structure and time manipulation contribute to specific effects and thematic development. *Curriculum Reference:* Units on narrative structure and literary techniques. • **Determining Author's Purpose (ELA.RI.PP.9–10.5)**: Previous units have covered how authors use rhetorical devices and purposes in texts. The current unit extends this by analyzing the use of rhetorical devices in 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 previously practiced writing informative texts. In the current unit, this skill is applied to more complex ideas and themes, focusing on clarity and organization. *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. *Curriculum Reference:* Units on narrative and argumentative writing. • **Research Projects (ELA.W.WR.9–10.5 & ELA.W.SE.9–10.6)**: Building on previous research projects, students will conduct more detailed research, integrating multiple sources effectively. *Curriculum Reference:* Units focused on research and synthesis of information. • **Routine Writing (ELA.W.RW.9–10.7)**: Regular writing practices from previous units will be applied to new tasks and time frames, reinforcing 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 are built upon from previous units where students engaged in various discussion formats. *Curriculum Reference:* Units focused on discussion and debate. ○ **Integrating Sources and Evaluating Credibility (ELA.SL.II.9–10.2)**: Students' abilities to integrate and evaluate sources from previous research projects will be further developed as they assess diverse media and sources in discussions. *Curriculum Reference:* Units on research and source evaluation. ○ **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. ○ **Using Digital Media (ELA.SL.UM.9–10.5)**: Previous use of digital media in presentations will be extended to enhance findings and reasoning with strategic use of various media elements. *Curriculum Reference:* Units involving multimedia presentations. ○ **Adapting Speech (ELA.SL.AS.9–10.6)**: Skills in adapting speech for various contexts are refined as students continue to practice formal and informal speaking tasks. *Curriculum Reference:* Units on formal and informal speaking practices

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.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).
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

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
7	Look for and make use of structure
1.4.12adv.Pr	Performing
1.4.12adv.Pr4	Selecting, analyzing, and interpreting work.
1.4.12adv.Pr4a	Create and justify a collection of acting techniques from reliable resources to prepare believable and sustainable characters in a devised or scripted theatrical theatre performance.
1.4.12adv.Pr4b	Create and justify the selection of technical elements used to develop and build a design that communicates the concept of a drama/theatre production.
1.4.12adv.Re	Responding
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.
A.SSE.A.1.b	Interpret complicated expressions by viewing one or more of their parts as a single entity.
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.
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.Re9a	Use detailed supporting evidence and appropriate criteria to revise personal work and interpret the work of others when participating in or observing devised or scripted theatre work.
1.4.12adv.Re9b	Use understandings of cultures and contexts to shape personal responses to devised or

	scripted theatre work.
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.
1.4.12adv.Cn11c	Justify the creative choices made in a devised or scripted theatre work based on a critical interpretation of specific data from theatre research.
HS-PS2	Motion and Stability: Forces and Interactions
HS-PS2-1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
6.1.12.EconNE.16.a	Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.
6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
6.1.12.HistoryCC.16.a	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
6.1.12.HistoryCC.16.b	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
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.
HS-ESS3-4	Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.