LHS English 11 Unit 3

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

Unit Overview

Theme: Self and Society

Benchmark Text Focus: Informational

Anchor Text: Born a Crime & NJGPA Test Prep

Writing Genre Focus: 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.KL.11–12.2	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on

	one another to provide a complex account or analysis; provide an objective summary of the text.
RL.IT.11–12.3	Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
RL.TS.11–12.4	Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
RI.TS.11–12.4	Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.PP.11–12.5	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
RI.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
RL.CT.11–12.8	Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
RI.CT.11–12.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
W.IW.11–12.2	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.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or 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.11–12.7	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.

Rationale

Following students' study of Beowulf and Hamlet, this unit extends the course's exploration of the relationship between the individual and society by shifting from canonical British literature to contemporary literary nonfiction. In Born a Crime, Trevor Noah transforms lived experience into literary art, using memoir to examine how history, culture, politics, and personal experience shape identity while preserving individual voices within broader historical narratives.

Through Noah's experiences growing up under apartheid in South Africa, students examine how race, language, family, and political institutions influence identity and belonging. As both memoir and historical testimony, Born a Crime invites students to analyze

literary craft alongside historical context, evaluating how personal narrative can illuminate larger social realities and challenge systems of injustice.

Although Born a Crime is not a work of British literature, it extends students' understanding of Britain's literary and historical legacy through a postcolonial lens. South Africa's colonial history, the enduring influence of the British Empire, and the global reach of the English language provide a meaningful continuation of the British literary tradition. As noted in the article “Why Trevor Noah Is Funny” by Eve Fairbanks, Noah's memoir also engages with ideas rooted in British Neoclassical and Romantic literature. Like Jonathan Swift, Noah employs satire, wit, and reason to expose hypocrisy, question authority, and critique social institutions. At the same time, his emphasis on personal experience, identity, imagination, and human dignity echoes the concerns of Romantic writers such as William Blake, Percy Bysshe Shelley, and William Wordsworth. Writing from a contemporary perspective, Noah demonstrates how reason and emotion work together to interpret the human experience, revealing that social change requires both critical analysis and empathy.

Throughout the unit, students strengthen college- and career-ready literacy skills by analyzing complex literary nonfiction, historical documents, poetry, satire, and informational texts; evaluating multiple perspectives; participating in collaborative discussions; and composing informative/explanatory writing supported by relevant textual evidence. By synthesizing ideas across genres and historical periods, students deepen their understanding of how literature reflects, critiques, and shapes society.

Finally, the unit serves as a bridge to the critically important NJGPA preparation that occurs during this marking period, as students apply the analytical reading, evidence-based writing, and critical thinking skills developed throughout the course to increasingly complex nonfiction and informational texts.

Enduring Understandings

Content Specific	Skills Specific
1. **Truth Through Storytelling:** Students will understand that memoir and literary nonfiction transform lived experience into literature, preserving individual voices while illuminating broader historical, social, and cultural truths. 2. **Colonialism, Power, and Social Justice:** Students will understand that colonialism, apartheid, and other systems of institutional power continue to influence opportunities, relationships, and cultural identities long after their formal structures have ended, and that writers across genres and historical periods examine, critique, and challenge these	1. **Close Reading and Evidence-Based Analysis:** Students will understand that careful reading of literary and informational texts, supported by strong textual evidence, leads to deeper interpretations of authors' ideas, themes, and messages. 2. **Analysis of Author's Craft:** Students will understand that authors make deliberate narrative, rhetorical, and structural choices that shape meaning, develop purpose, influence audience response, and communicate complex ideas. 3. **Synthesizing Multiple Perspectives:** Students will understand that examining ideas

systems through literature.

3. **Language as Identity, Power, and Belonging:** Students will understand that language functions as more than a means of communication; it serves as a marker of identity, a source of belonging, a tool for social mobility, and a means of negotiating power within society.

4. **Storytelling as Historical Witness:** Students will understand that memoir and literary nonfiction preserve individual experiences that deepen our understanding of historical events, demonstrating how personal narratives illuminate broader social, political, and cultural realities.

5. **Literary Craft, Humor, and Social Critique: S**tudents will understand that authors employ voice, humor, irony, satire, symbolism, structure, and narrative perspective to shape readers' understanding of themselves, society, and historical truth while encouraging reflection on injustice and social responsibility.

6. **British Legacy and Postcolonial Perspectives:** Students will understand that Britain's colonial history shaped cultures, languages, and literary traditions across the world, and that postcolonial perspectives expand the study of British literature by examining the enduring effects of empire on identity, culture, and society.

7. **Enduring Literary Conversations:** Students will understand that although literary genres and historical movements differ across time, writers continually return to enduring questions about identity, power, justice, freedom, belonging, and the relationship

across literary, historical, and informational texts strengthens critical thinking by revealing connections, contrasting perspectives, and broader understandings of complex issues.

4. **Informative Communication:** Students will understand that effective informative writing clearly communicates complex ideas through logical organization, thoughtful analysis, precise language, and relevant textual evidence.

5. **Academic Discussion and Presentation:** Students will understand that meaningful collaboration, discussion, and presentation require active listening, thoughtful questioning, respectful consideration of multiple perspectives, and clear communication supported by evidence.

6. **Writing as a Process:** Students will understand that strong writing develops through planning, drafting, revising, editing, and reflecting, allowing writers to clarify ideas, strengthen analysis, and communicate effectively.

between the individual and society.	

Essential Questions

Content Specific	Skills Specific
• How do individuals shape society, and how does society shape the individual? • How do history, culture, language, and systems of power influence identity and belonging? • How do memoir and literary nonfiction transform personal experience into meaningful historical and cultural understanding? • How has Britain's colonial legacy shaped identities, cultures, and literature across the English-speaking world? • Why do certain questions about human experience continue to appear across literary periods and cultures? • How do memoir, satire, and poetry help readers understand and critique society?	• How does close reading of literary and informational texts deepen our understanding of truth, history, and the human experience? • How do an author's narrative and rhetorical choices shape meaning, purpose, and audience response? • How does synthesizing ideas from literary, historical, and informational texts strengthen critical thinking and written analysis? • How can writers effectively communicate complex ideas through informative writing supported by relevant textual evidence?

Key Resources

Anchor Text: *Born a Crime* by Trevor Noah

Born a Crime PDF

Born a Crime Chapter-by-Chapter Audiobook on YouTube

Historical Context

- Apartheid Museum Resource
- Encyclopedia Britannica: Western Colonialism, the British Empire, and Decolonization

Companion Literary Texts for Test Prep (18th- and 19th-Century Literature and Social Commentary)

- Jonathan Swift, excerpts from Gulliver's *Travels*
- William Blake, "London" and "The Chimney Sweeper"
- Percy Bysshe Shelley, "Ozymandias"
- William Wordsworth, "The World Is Too Much With Us"
- Samuel Taylor Coleridge, "The Rime of the Ancient Mariner"

Contemporary Media

- "Why Trevor Noah Is Funny" by Eve Fairbanks (Moment Magazine article)
- The Romantics BBC video series (Liberty, Nature, Eternity)

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

2026-2027 Writing Rubrics

Tier 1: Ways to Increase Support for Struggling Readers

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
February	1-2	RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, W.IW.11-12.2, SL.PE.11-12.1	• SWBAT identify the characteristics of memoir and literary nonfiction and explain how these genres communicate personal experiences	**MP3 Pre-Assessment** Reading • Introduction to the Unit • Introduce the essential question: How do individuals			• LinkIt! pre-assessment MP3

			and ideas. • SWBAT analyze how an author's purpose influences the way an individual's experiences are presented in a text. • SWBAT establish connections between an essential question and the ideas, conflicts, and experiences introduced in a memoir. • SWBAT identify the characteristics and purpose of informative/explanatory writing.	shape society, and how does society shape the individual? • Introduce memoir as a genre and literary nonfiction. • Introduce Trevor Noah and the purpose of Born a Crime. Writing • Characteristics of informative/explanatory writing.			
		SL.PE.11–12.1 RL.IT.11–12.3 RL.TS.11–12.4 W.AW.11–12.1	• SWBAT analyze how historical context influences an author's experiences, identity, and perspective.	Reading • Introduce historical context (apartheid, South Africa, colonialism, British Empire). • Introduce Trevor Noah's	LHS ELA Instructional Workshop Model Suggested Activities/ Groups	Analyzing a Literary Essay Exemplars & Non-	LHS Suggested Formative Reading Assessments

			• SWBAT evaluate how an author introduces a narrator's identity, background, and experiences through characterization and voice. • SWBAT analyze how the structure of a memoir contributes to the development of ideas and meaning. • SWBAT identify the components of an effective informative/explanatory essay, including thesis, evidence, and organization.	background and historical influences. • Read excerpts from the Universal Declaration of Human Rights and selected apartheid laws. • Review memoir structure (RI.IT.11-12.3). • Read and annotate the opening chapters, focusing on characterization and narrative voice. Writing • Analyze the structure of an informative/explanatory essay. • Review the informative/explanatory essay rubric.		Exemplars	
	3-4	RI.CR.11-12.1, RI.CI.11-12.2, RI.IT.11-12.3, W.IW.11-12.2, W.WR.	• SWBAT cite strong and thorough textual evidence to support analysis of central	**AI Lesson: Bias, Belonging, and the Machine** Reading • Introduce satire	LHS ELA Instructional Workshop Model Suggested Activities/ Groups	Exemplars & Non-Exemplars How to	LHS Suggested Formative Reading Assessments

		11-12.9	ideas and themes in a memoir. • SWBAT analyze how central ideas related to identity, family, and society develop throughout a text. • SWBAT explain how historical and social forces influence an individual's experiences and choices. • SWBAT develop a clear thesis and select relevant evidence to support an informative /explanatory response.	through excerpts from Jonathan Swift's A Modest Proposal and Gulliver's Travels. • Compare Swift's social criticism with Noah's use of humor. Guiding Questions • How does Trevor Noah introduce his identity? • How does apartheid shape Noah's early experiences? • How can satire challenge injustice and social norms? Writing • Develop a clear central idea (thesis). • Select relevant textual evidence.		Write a Perfect 3-Point Thesis Statement Literary Essay - Building a Thesis Statement Graphic Organizer	
		RI.IT.11-12.3, RI.PP.11-12.5, RI.CR.11-12.1, W.WR.11-12.9, SL.PE.11-12.1	• SWBAT analyze the relationship between characterization and the development of identity in a	Reading • Introduce satire through excerpts from Jonathan Swift's A Modest Proposal and Gulliver's	LHS ELA Instructional Workshop Model Suggested Activities/ Groups		LHS Suggested Formative Reading Assessments

			text. • SWBAT evaluate how narrative perspective and voice shape a reader's understanding of an author's experiences. • SWBAT analyze how an author uses literary techniques, including humor, to communicate complex ideas and themes. • SWBAT integrate textual evidence and analysis to support ideas in an informative/explanatory essay.	Travels. • Compare Swift's social criticism with Noah's use of humor. Guiding Questions • How does Trevor Noah introduce his identity? • How does apartheid shape Noah's early experiences? • How can satire challenge injustice and social norms? Writing • Develop a clear central idea (thesis). • Select relevant textual evidence.	•		
March	1-2	RI.CI.11-12.2, RI.IT.11-12.3, L.VL.11-12.3, L.VI.11-12.4, W.IW.11-12.2	• SWBAT evaluate how an author's use of diction, tone, and language choices contributes	**MP3 Bring on the Benchmark** Reading • Analyze diction, tone, and	LHS ELA Instructional Workshop Model Suggested Activities/ Groups		LHS Suggested Formative Reading Assessments

			to the meaning and impact of a text. • SWBAT analyze how an author's craft choices reveal perspective, purpose, and larger themes. • SWBAT determine the meaning and significance of words and phrases as they are used in context. • SWBAT develop effective analytical paragraphs using evidence, explanation, and academic language.	author's craft. • Determine the meaning of unfamiliar words and analyze word choice (L.VL.11-12.3; L.VI.11-12.4). • Read William Blake's "London" and "The Chimney Sweeper," Shelley's "Ozymandias," and Wordsworth's "The World Is Too Much With Us." • Compare the poets' critique of social injustice with Noah's memoir. Guiding Questions • How does language influence identity? • How do authors use humor, imagery, and symbolism to critique society? • How do Blake and Noah reveal the effects of oppression? Writing • Write effective analytical body			

				paragraphs. • Use academic voice.			
		RI.PP.11-12.5, RI.MF.11-12.6, RI.CR.11-12.1, W.IW.11-12.2, W.WP.11-12.4	• SWBAT analyze how informational texts develop understanding of historical events and social issues. • SWBAT evaluate multiple perspectives on historical events and compare them to an author's personal experiences. • SWBAT analyze how society and historical circumstances influence individual identity and belonging. • SWBAT organize information and evidence logically to develop a	*R*.TS.11-12.4 Reading • Read informational texts on apartheid, colonialism, and South Afric	LHS ELA Instructional Workshop Model Suggested Activities/ Groups		LHS Suggested Formative Reading Assessments

			cohesive informative /explanatory essay.	an history. • Evaluate multiple perspectives (RI.PP.11-12.5). • Read first half			

				of Coleridge's "Rime of the Ancient Mariner." • Compare historical information an			

				d li te ra r y p er s p e ct iv e s w it h N o a h' s e x p er ie n c e s. Writing • Organize informati ve writing. • Develop cohesion through transition s.			
	3-4	RI.MF. 11-12.6, RI.CI.1 1-12.2, RI.IT.1	• SWBAT	Reading • Synthesize ideas across memoir, informational	LHS ELA Instruction al Workshop Model		LHS Suggested Formative Reading Assessments

		1-12.3, W.IW.1 1-12.2, W.WP. 11-12.4	synthesize ideas across multiple texts to develop a deeper understanding of identity, history, and society. • SWBAT analyze how memoir combines personal narrative and historical context to communicate meaning. • SWBAT evaluate how authors develop themes by connecting individual experiences to broader social issues. • SWBAT strengthen informative/explanatory writing by developing effective introductions, conclusions, and	texts, and companion literary works (RI.MF.11-12.6). • Read second half of "Rime." • Analyze how history, power, and society influence identity and belonging. • Discuss memoir as historical witness and literature as social commentary. Writing • Write introductions and conclusions. • Maintain formal style and objective tone.	Suggested Activities/ Groups		

			transitions.				
		SL.PE.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.PP.11–12.5 W.AW.11–12.1	• SWBAT analyze how storytelling techniques, including structure, voice, and perspective, shape the meaning of a text. • SWBAT evaluate how an author's choices communicate ideas about individuals and society. • SWBAT support interpretations of a text through collaborative discussion and relevant textual evidence. • SWBAT draft an informative/explanatory essay that presents a clear thesis, organized ideas, and supporting	Reading • Analyze how storytelling, satire, and poetry communicate truth. • View selected clips from The Daily Show and Last Week Tonight. • Compare contemporary satire with Swift and Noah. • Discuss the relationship between the individual and society through seminar discussions. Writing • Draft the informative/explanatory essay. • Conduct peer review.	LHS ELA Instructional Workshop Model Suggested Activities/ Groups		LHS Suggested Formative Reading Assessments

			evidence.				
April	1	RI.IT.11-12.3, RI.CI.11-12.2, RI.MF.11-12.6, W.WP.11-12.5, L.KL.11-12.2	• SWBAT evaluate how an author's structural choices, narrative perspective, and use of language contribute to a text's overall meaning. • SWBAT analyze how themes and central ideas develop and interact throughout a memoir. • SWBAT synthesize evidence from multiple texts to explain the relationship between individuals and society. • SWBAT revise and edit writing to improve clarity, organization, style, and conventions.	**MP3 Benchmark Exam** Reading • Analyze how structure, voice, perspective, and genre shape meaning. • Review major themes across Born a Crime, companion literary texts, and informational readings. • Reflect on the enduring role of literature and memoir as vehicles for social criticism. Writing • Revise informative/explanatory essay. • Edit for clarity, organization, style, and conventions		End of MP Reflection Explanatory Essay Rubric	LinkIt! Benchmark MP 3 End of MP Reflection

Honors Addendum

Advanced Literary Study

- Extend analysis of *Born a Crime* through teacher-selected readings that deepen exploration of:
    - Identity
    - Memory
    - Power
    - Resistance
    - The relationship between the individual and society
- Compare Trevor Noah's memoir with selected works from Enlightenment satire and/or Romantic poetry.
- Explore how writers across historical periods examine themes of:
    - Identity
    - Authority
    - Justice
    - Freedom
    - Social responsibility

Literary Analysis and Social Commentary

- Analyze teacher-selected poems appropriate to Pre-AP Literature studies:
    - Romantic poetry
    - Victorian poetry
    - Or other as appropriate
- Evaluate how authors use literary and rhetorical techniques to critique:
    - Social institutions
    - Inequality and injustice
    - Systems of power
    - Cultural expectations
- Analyze how genre, historical context, and authorial purpose shape meaning.

Historical and Thematic Analysis

- Examine how historical events and cultural movements influence authors' perspectives on society and human experience.
- Analyze how writers use satire, memoir, poetry, and prose to challenge social norms and advocate for change.
- Evaluate how literary works reflect and respond to conflicts involving:
    - Individual identity and social expectations
    - Freedom and oppression
    - Power and resistance
    - Responsibility and justice

Comparative Analysis and Critical Thinking

- Synthesize ideas across memoir, poetry, satire, historical documents, and informational texts through

analytical writing.
- Develop interpretations using evidence from multiple sources.
- Compare how authors across different periods use literature to examine society and the individual's role within it.
- Engage in discussions exploring:
    - Identity
    - Individual responsibility
    - Oppression and resistance
    - Justice
    - The role of literature in shaping society

Pre-AP Literature Enrichment

- Complete timed analytical writing assignments.
- Develop AP-level literary and academic vocabulary.
- Participate in roundtable discussions of literary works and social issues.
- Compare expectations and formats of the NJGPA and AP Literature Exam.
- Complete additional Pre-AP Literature activities as appropriate.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Reading **Citing Textual Evidence (RL.CR.11–12.1, RI.CR.11–12.1):** • Accurately cite strong and thorough textual evidence to support analysis of literary and informational texts. • Integrate evidence effectively to support analytical and informative writing. **Central Idea, Theme, and Historical Context (RL.CI.11–12.2, RI.CI.11–12.2):** • Analyze how themes, central ideas, and historical context develop across memoir, literature, and informational texts. • Examine how historical, cultural, and social contexts influence meaning and interpretation. **Author's Craft and Narrative Choices (RL.IT.11–12.3, RI.IT.11–12.3):**	**Reading** **Citing Textual Evidence:** • Developed the ability to accurately cite textual evidence to support comprehensive analysis of literary and informational texts. • Made relevant connections between textual evidence and broader themes or personal experiences. **Theme Analysis:** • Determined and analyzed two or more themes in a literary text and central ideas in an informational text. • Examined how these themes or ideas are developed and refined over the course of a text. **Author's Choices and Literary Techniques:** • Analyzed the impact of the author's choices on the development of ideas and elements in the text. • Explored how specific elements such as setting, character development, and sequence of events contribute to the text's meaning.

- Analyze how structure, diction, tone, humor, characterization, and narrative perspective shape meaning.
- Examine how authors use literary techniques to communicate ideas and develop purpose.

Evaluating Perspectives and Synthesizing Information (RI.PP.11–12.5, RI.MF.11–12.6):

- Evaluate multiple perspectives presented through literary, historical, and informational texts.
- Synthesize information from multiple sources to develop informed interpretations.

Vocabulary and Language (L.VL.11–12.3, L.VI.11–12.4):

- Determine the meaning of unfamiliar words and analyze nuances in word choice.
- Examine how language choices contribute to tone, meaning, and authorial purpose.

Writing

Informative/Explanatory Writing (W.IW.11–12.2):

- Compose informative writing that develops a clear central idea using relevant evidence and effective organization.
- Explain ideas through analysis of textual evidence and supporting details.

Writing Process (W.WP.11–12.4):

- Develop and strengthen writing through planning, drafting, revising, editing, and reflection.
- Apply feedback to improve clarity, organization, and effectiveness.

Routine Writing and Research (W.RW.11–12.7):

- Write routinely for a variety of purposes, including reflection, analysis, and research.
- Integrate information from literary and informational sources to support understanding.

Understanding Figurative Language:

- Demonstrated understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

Evaluating Perspectives:

- Evaluated perspectives and justified the more cogent viewpoint in related texts.
- Analyzed different accounts of the same event or issue, using different media or formats.

Synthesizing Information:

- Synthesized complex information across multiple sources and formats to develop new interpretations.
- Resolved conflicting information and developed interpretations that go beyond explicit text information.

Writing

Crafting Arguments:

- Wrote arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Constructed well-supported argumentative essays that reflect an understanding of complex issues.

Developing and Strengthening Writing:

- Developed and strengthened writing through planning, revising, editing, rewriting, and trying new approaches.
- Sustained effort to complete complex writing tasks, tracked and reflected on personal writing progress, and consulted style manuals like MLA or APA.

Routine Writing:

- Wrote routinely over extended and shorter time frames for a range of tasks and purposes, including research, reflection, and revision.

Command of Language:

- Demonstrated command of the system and structure of the English language when writing.
- Applied knowledge of language to make effective choices for meaning or style.

Clarifying Word Meanings:

- Determined or clarified the meaning of unknown and

Speaking & Listening **Collaborative Discussions (SL.PE.11–12.1):** • Participate effectively in collaborative discussions by asking questions, building on others' ideas, and supporting claims with textual evidence. • Engage respectfully with multiple perspectives. **Presenting Information (SL.PI.11–12.4):** • Present information and analysis clearly with appropriate organization and supporting evidence. • Communicate ideas effectively for academic audiences. **Adapting Speech (SL.AS.11–12.6):** • Adapt speech to a variety of academic contexts and purposes. • Demonstrate command of formal English when appropriate.	multiple-meaning words and phrases. **Speaking** **Collaborative Discussions:** • Initiated and participated effectively in collaborative discussions, building on others' ideas and expressing their own clearly and persuasively. • Engaged in one-on-one, group, and teacher-led discussions on various topics and texts. **Integrating Information:** • Integrated multiple sources of information presented in diverse formats to make informed decisions and solve problems. • Evaluated the credibility and accuracy of each source and noted any discrepancies among the data. **Evaluating a Speaker's Point of View:** • Evaluated a speaker's point of view, reasoning, and use of evidence and rhetoric. • Assessed the stance, premises, links among ideas, word choice, points of emphasis, and tone used. **Adapting Speech:** ○ Adapted speech for various contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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".

9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
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.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

1	Make sense of problems and persevere in solving them
5	Use appropriate tools strategically
6	Attend to precision
G.CO.A.2	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
G.CO.B.6	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
HS-LS2	Ecosystems: Interactions, Energy, and Dynamics
6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa.
6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
HS-LS2-4	Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.
HS-LS2-6	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
HS-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
HS-LS2-8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
HS-LS3	Heredity: Inheritance and Variation of Traits
HS-LS3-2	Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.
HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
HS-LS4-1	Communicate scientific information that common ancestry and biological evolution are

	supported by multiple lines of empirical evidence.
HS-ESS2	Earth’s Systems
HS-ESS2-5	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
HS-ESS2-7	Construct an argument based on evidence about the simultaneous coevolution of Earth’s systems and life on Earth.
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.