LHS English 10 Unit 1

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

Unit Overview

Theme: American Literature

Benchmark Text Focus: Literature

Anchor Text: Short Stories & Historical Documents

Writing Genre Focus: Narrative

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".

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

L.KL.9–10.2.B	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
L.KL.9–10.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.VL.9–10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
L.VL.9–10.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.9–10.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L.VL.9–10.3.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
L.VL.9–10.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.VL.9–10.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VI.9–10.4.A	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
L.VI.9–10.4.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).
RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RL.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
RI.IT.9–10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RL.TS.9–10.4	Analyze how an author's choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
RL.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different

	formats (visually, quantitatively).
RL.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts.
W.NW.9–10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.NW.9–10.3.A	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.NW.9–10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.NW.9–10.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.NW.9–10.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.NW.9–10.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.RW.9–10.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.9–10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.PE.9–10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
SL.AS.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Weekly Structure

Day One	Day Two	Day Three	Day Four	Day Five	Day Six
Reading Focus	Reading Focus	Reading Focus	Reading Focus	Reading Focus	Reading Focus

Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

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Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

Day Seven		Day Eight	
Writing Focus			
Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

Day Nine		Day Ten	
Writing Focus			
Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

Rationale

This unit introduces students to a range of American short stories, allowing them to explore diverse voices, themes, and styles that reflect the American experience. Through close reading and discussion, students will analyze how authors use literary elements—such as characterization, setting, and point of view—to develop meaning and create impact. By engaging with multiple texts, students gain insight into cultural and historical contexts while also recognizing universal themes that connect across time and place.

The writing focus of this unit is narrative writing, providing students with opportunities to apply the techniques they study in literature to their own original compositions. Students will learn to craft compelling narratives by developing strong characters, building vivid settings, and structuring engaging plots. Emphasis will be placed on voice, style, and the use of literary devices to enhance storytelling. This focus empowers students to see themselves as writers, develop creative expression, and refine the skills necessary for effective

written communication.

Enduring Understandings

Content Specific	Skills Specific
• **The Power of Fear and Hysteria**: In times of crisis, fear and hysteria can distort truth and justice, revealing the complexities of human nature and societal dynamics. • **The Role of Authority and Rebellion**: Early American literature often explores the tension between authority and individual freedom, revealing the consequences of both conformity and rebellion. • **Language as a Tool of Influence**: Effective language use is crucial in shaping narrative voice, revealing character motivations, and influencing societal perceptions and outcomes. • **Historical and Cultural Reflection**: Literature reflects the values, conflicts, and cultural shifts of the time, helping readers understand how history shapes personal and collective identity. • **Complexity of Moral Choices**: Characters in Early American Literature often face difficult moral decisions that reflect broader societal issues, such as justice, integrity, and responsibility.	• **Narrative Writing**: Students will craft narratives that explore the theme of fear, authority, and moral complexity, employing effective techniques such as characterization, dialogue, and plot development. • **Textual Analysis**: Students will analyze "The Crucible" for its use of figurative language, tone, and structure to understand how these elements create tension, reveal character motivations, and develop themes. • **Collaborative Discussion**: Through structured discussions, students will express their own ideas about the themes and characters in Early American Literature while considering and building on the perspectives of others. • **Language and Vocabulary**: Students will apply their knowledge of language and vocabulary to decipher the meanings of complex words, phrases, and figurative language in the context of Early American Literature.

Essential Questions

Content Specific	Skills Specific
• What compels an individual to feel obligated to stand up against society? • What drives individuals and a community to	• How can narratives explore complex moral and ethical dilemmas faced by individuals

conformity? • How and why do we persecute others? • How does the author use characters and events to convey broader themes about human nature and society? • How do fear and hysteria hold power over individuals and groups of people? • What determines who is powerful and who is powerless in a society?	and different societies in the modern world? • What are the key elements of a well-structured narrative, and how do they contribute to the story's overall impact? • How do descriptive language and imagery enhance the reader's experience and understanding of the narrative setting, characters, and events? • How does dialogue contribute to character development, reveal relationships, and advance the plot in narrative writing? • How does the choice of narrative voice (first-person, third-person limited, omniscient) and point of view influence the reader's perspective and engagement with the story?

Key Resources

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

- The Lottery by Shirley Jackson
- The Cask of Amontillado
- The Masque of Red Death by Edgar Allan Poe
- The Fall of the House of Usher by Edgar Allan Poe
- Annabell Lee by Edgar Allan Poe
- The Minister in the Black Veil by Nathaniel Hawthorne (Short Story)
- Young Goodman Brown by Nathaniel Hawthorne (Short Story)
- Rules of the Game by Amy Tan
- Two Kinds by Amy Tan
- The Gift of the Magi
- Limetown Podcast
- The LandLady by Roland Dahl
- The Scarlet Ibis
- “Good Country People,” Flannery O'Connor

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

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
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	• Getting to Know You • Classroom Procedures & Expectations (relationship building, Instructional Workshop Model, group			• LinkIt! pre-assessment - reading

			norms of a group or partnership. SWBAT demonstrate the procedures and expectations of a student-centered activity. SWBAT demonstrate their knowledge of reading by taking a pre-assessment.	work, turn & talk procedures, etc.) • Reading Pre-assessment			
		SL.PE.9–10.1 W.NW.9–10.3 W.RW.9–10.7	SWBAT demonstrate 10th grade policies and procedures. SWBAT identify the characteristics of a good reader.	• Getting to Know You • Classroom Procedures & Expectations (choosing "just right" books, when to abandon a book, how to "book talk", etc.) • Writing Pre-assessment		• Narrative Writing Pre-Assessment Lesson • Narrative Writing Pre-Assessment (Paper Version) • Narrative Writing Pre-	• Narrative writing pre-assessment

			SWBAT demonstrate their knowledge of narrative writing by taking a pre-assessment.			Assessment (Google Form) • Narrative Rubric	
	3-4	L.VL.9–10.3 L.VI.9–10.4 RL.CR.9–10.1 RI.CR.9–10.1 W.NW.9–10.3 W.WP.9–10.4	SWBAT explain the meaning of a word, sentence, or paragraph by analyzing its context. SWBAT identify figures of speech in a text and explain their meanings and effects. SWBAT accurately cite several pieces of textual evidence to support	Reading Mini-lessons: • Derive meaning of unknown words from sentences, paragraphs, or texts • Interpretation of figures of speech (oxymoron, euphemism) • Review of citing textual evidence Writing Mini-lessons: • Brainstorming (character development and POV) • Brainstorming (multiple plot lines)	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			their analysis of a text. SWBAT organize the character development, plot events, and the point of view to write their narrative story.				
		RL.CR.9–10.1 RI.CR.9–10.1 RL.CI.9–10.2 RI.CI.9–10.2 W.NW.9–10.3 W.WP.9–10.4	SWBAT analyze explicit statements ad inferential meaning in a text. SWBAT identify and articulate one or more themes present in a literary text. SWBAT analyze how the identified theme is	Reading Mini-lessons: • Interpreting explicit and inferential meanings • Identify one or more themes in a text • Development of the theme throughout the text Writing Mini-lessons: • Exemplar vs. non-exemplar • Engaging and orienting	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			developed and refined throughout the literary text. SWBAT identify characteristics of a narrative exemplar. SWBAT construct an engaging hook by setting up a problem and establishing a point of view for their narrative.	the reader			
October	1-2	RL.CI.9–10.2 RI.CI.9–10.2 RL.IT.9–10.3 RI.IT.9–10.3 W.NW.9–10.3 W.WP.9	SWBAT identify the best objective summary for a text. SWBAT write an objective summary	Reading Mini-lessons: • Identifying an objective summary • Writing a summary of a text without personal bias (objective summary)	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

		–10.4	of a text. SWBAT analyze how authors depict complex characters with multiple motivations. SWBAT utilize multiple plot lines to enhance their narrative. SWBAT revise their writing by adding effective dialogue.	• Motivation of complex characters Writing Mini-lessons: • Narrative techniques: multiple plot lines • Narrative techniques: dialogue			
		RL.IT.9–10.3 RI.IT.9–10.3 RL.TS.9–10.4 W.NW.9–10.3 W.WP.9–10.4	SWBAT evaluate how interactions between characters contribute to plot advancement and theme	Reading Mini-lessons: • Character interactions and influence on the plot and theme • Time manipulation in a literary text	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			development. SWBAT explain how pacing and use of flashback contribute to the narrative's tension and suspense. SWBAT identify and describe how the structure of a text influences its meaning. SWBAT use pacing and effective transitions to develop their characters and plot events. SWBAT choose precise	• Text structure Writing Mini-lessons: • Narrative techniques: pacing & transitions • Narrative techniques: description, sensory details, and word choice			

			words and sensory details to enhance their narrative story.				
	3-4	RL.PP.9–10.5 RL.CT.9–10.8 W.NW.9–10.3 W.WP.9–10.4	SWBAT identify and explain the author's cultural lens in a text. SWBAT analyze rhetorical devices used in a text. SWBAT analyze a given text by identifying themes and concepts. SWBAT use reflection to develop their	Reading Mini-lessons: • Identify author's lens • Rhetorical devices (ethos, pathos, logos) • Analyze source material for theme and concepts Writing Mini-lessons: • Narrative techniques: reflection (internal thinking) • Reflective conclusions	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			characters and plot events. SWBAT provide a reflective conclusion that ties together their narrative's experiences or observation.				
		L.SS.9–10.1 RL.CT.9–10.8 W.NW.9–10.3 W.WP.9–10.4	SWBAT identify and compare themes from a modern author's work with those from a chosen mythology or religious text. SWBAT review the unit's standards and skills in order to prepare for the benchmark assessme	Reading Mini-lessons: • Transformation of source materials • Spiral review of unit's standards and skills to prepare for BM Writing Mini-lessons: • Write an original story (a spin off story) • Write a story from a different character's POV	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			nt. SWBAT compose an original story based on elements from a fictional text. SWBAT compose a narrative story from a different character's POV that logically follows from the events described.				
November	1-2	L.VL.9–10.3 L.VI.9–10.4 RL.CR.9–10.1 RL.CI.9–10.2 RL.IT.9–10.3 RL.TS.9–10.4 RL.PP.9	SWBAT to demonstrate their knowledge of a fictional text by taking a benchmark assessment. SWBAT reflect on	• Reading benchmark MP 1 • Writing benchmark MP 1 • End of MP reflection • Creating SMART goals		• End of MP Reflection • Narrative Rubric	• LinkIt! Benchmark MP 1 • End of MP Reflection

		–10.5 RL.CT.9–10.8 W.NW.9–10.3 W.RW.9–10.7	their learning in reading and writing throughout marking period 1 by creating SMART goals.				
		L.VL.9–10.3 L.VI.9–10.4 RL.CR.9–10.1 RL.CI.9–10.2 RL.IT.9–10.3 RL.TS.9–10.4 RL.PP.9–10.5 RL.CT.9–10.8 W.NW.9–10.3 W.RW.9–10.7	SWBAT transfer their understanding of the unit's standards by completing an end of marking period project. SWBAT review the unit's standards by participating in a teacher-led small group.	Enrichment & Intervention Week (based on BM1 data): • Enrichment project • Intervention groups			

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit

- **Language Skills**
    - **Command of English Language System and Structure (ELA.L.SS.9–10.1)**
        - Proper grammar, punctuation, and sentence structure in writing and speaking.
    - **Effective Language Choices (ELA.L.KL.9–10.2)**
        - Choosing appropriate words and styles for different contexts in reading, writing, speaking, and listening.
    - **Determining Word Meanings (ELA.L.VL.9–10.3)**
        - Understanding and clarifying unknown and multiple-meaning words and phrases using various strategies.
    - **Understanding Figurative Language and Nuances (ELA.L.VI.9–10.4)**
        - Interpreting figurative language, word relationships, and the nuances of word meanings.

Reading Skills

- **Citing Textual Evidence (ELA.RL.CR.9–10.1 & ELA.RI.CR.9–10.1)**
    - Using textual evidence to support analysis of both literary and informational texts, including explicit and inferential content.
- **Determining Themes and Central Ideas (ELA.RL.CI.9–10.2 & ELA.RI.CI.9–10.2)**
    - Identifying and analyzing

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. *Curriculum Reference:* 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. *Curriculum Reference:* 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. *Curriculum Reference:* 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. *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 previously worked on identifying and analyzing themes in texts. The current unit builds on this by requiring students to determine and analyze more complex themes and central ideas, enhancing their understanding of how themes evolve and are

themes in literary texts and central ideas in informational texts, and providing objective summaries.

- **Analyzing Author's Development of Ideas (ELA.RL.IT.9–10.3 & ELA.RI.IT.9–10.3)**
  - Understanding how authors develop ideas, characters, and themes throughout a text.
- **Analyzing Text Structure (ELA.RL.TS.9–10.4)**
  - Examining how an author's structural choices create specific effects such as mystery, tension, or surprise.
- **Evaluating Multiple Interpretations (ELA.RL.MF.9–10.6 & ELA.RI.MF.9–10.6)**
  - Analyzing and integrating multiple interpretations of texts presented in different formats.
- **Analyzing Source Material (ELA.RL.CT.9–10.8 & ELA.RI.CT.9–10.8)**
  - Reflecting on how authors draw on, develop, or transform source materials and how texts relate to themes and significant concepts.

Writing Skills

- **Narrative Writing (ELA.W.NW.9–10.3)**
  - Writing narratives that develop real or imagined experiences using effective techniques, well-chosen details, and well-structured event sequences.
- **Writing Development**

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.

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

(ELA.W.WP.9–10.4) ▪ Strengthening writing through planning, revising, editing, rewriting, and reflecting on feedback. ○ **Routine Writing (ELA.W.RW.9–10.7)** ▪ Writing regularly over extended and shorter time frames for various tasks, purposes, and audiences. **Speaking and Listening Skills** ○ **Collaborative Discussions (ELA.SL.PE.9–10.1)** ▪ Initiating and participating effectively in a range of collaborative discussions, building on others' ideas, and expressing their own clearly and persuasively. ○ **Adapting Speech (ELA.SL.AS.9–10.6)** ▪ Adapting speech for various contexts and tasks, demonstrating command of formal English.	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.

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.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

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
2	Reason abstractly and quantitatively
3	Construct viable arguments and critique the reasoning of others
5	Use appropriate tools strategically
6	Attend to precision
6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
7	Look for and make use of structure
8	Look for and express regularity in repeated reasoning
6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
6.1.12.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
HS-LS3	Heredity: Inheritance and Variation of Traits
HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.
HS-LS4	Biological Evolution: Unity and Diversity
HS-LS4-2	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
HS-ESS3	Earth and Human Activity
HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.