# LHS English 10 Unit 4

Content Area: **ELA**
Course(s):
Time Period: **MP4**
Length:
Status: **Published**

## Unit Overview

**Theme:** Modern American Literature

**Benchmark Text Focus:** Informational

**Anchor Text:** Of Mice & Men

**Writing Genre Focus:** Informative/Explanatory (Research)

**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".

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| 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. |

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| 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). |
| 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 |

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| | 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.AA.9–10.7 | Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. |
| W.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.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 |

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| | 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. |

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

| Day Seven | | Day Eight | | Day Nine | | Day Ten | |
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| Writing Focus | | | | Writing Focus | | | |
| Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time | Activity | Suggested Time |
| Do Now | 10 minutes | Mini-lesson review/recap | 10 minutes | Do Now | 10 minutes | Mini-lesson review/recap | 10 minutes |
| Mini- | 20 minutes | Individual | 30 minutes | Mini- | 20 minutes | Individual | 30 minutes |

| lesson (I Do) | | Conferences (You Do) | |
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| Practice (We Do) | 17 minutes | Closure | 7 minutes |


| lesson (I Do) | | Conferences (You Do) | |
|---|---|---|---|
| Practice (We Do) | 17 minutes | Closure | 7 minutes |


## Rationale

This unit on modern American literature, focusing on "Of Mice and Men" and informative/explanatory research writing, equips students with essential analytical and communication skills. By exploring the themes of censorship, knowledge, and individuality, students gain a deeper understanding of societal dynamics and the importance of intellectual freedom. Engaging in thorough textual analysis and research prepares them to think critically and express their ideas effectively, both in academic settings and in their lives beyond school. This unit fosters a lifelong appreciation for literature and equips students with the tools to navigate and contribute thoughtfully to the world around them.

Centered on Modern American Literature, "Of Mice and Men" and informative/explanatory research writing, prepares students for mastery of the standards through comprehensive benchmark and summative assessments. By engaging with the text and conducting detailed analyses, students will practice citing textual evidence, identifying themes, and understanding authorial choices. The unit's focus on research and writing will enhance their ability to gather and integrate information, organize complex ideas, and present their findings clearly and accurately. Through iterative planning, drafting, revising, and editing, students will refine their writing skills, ensuring they meet the rigorous demands of the standards and are well-prepared for future academic and real-world challenges.

## Enduring Understandings

| Content Specific | Skills Specific |
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| 1. **Language and Communication**: Mastery of the English language allows individuals to communicate ideas effectively and persuasively, shaping their ability to participate in society and influence others.<br>2. **Textual Analysis and Interpretation**: Understanding and analyzing both literary and informational texts deepen comprehension of complex ideas, themes, and cultural perspectives, enabling individuals to draw meaningful connections between texts and real-world issues. | 1. **Textual Evidence and Analysis**: Citing thorough textual evidence from literary and informational texts to support analysis, interpretations, and inferences.<br>2. **Theme and Idea Development**: Identifying and analyzing the development of themes in literary texts and central ideas in informational texts, understanding how they are shaped by specific details.<br>3. **Author's Craft and Structure**: Analyzing how authors structure texts, develop characters, and use rhetorical devices to |

3. **Writing and Research**: Writing is a process that involves planning, revising, and reflecting to effectively convey complex ideas. Mastering research skills empowers individuals to synthesize information from credible sources, creating well-informed, coherent, and original work.

4. **Critical Thinking and Expression**: Through collaboration and discussion, individuals learn to think critically, listen actively, and articulate their ideas persuasively, preparing them to engage meaningfully in diverse conversations.

5. **Adaptability and Presentation**: Being able to adapt communication styles to suit different contexts, audiences, and purposes, including the strategic use of digital media, enhances one's ability to influence and inform others in both formal and informal settings.

create specific effects and convey purpose.

4. **Research Proficiency**: Conducting both short and sustained research projects, gathering and integrating information from multiple authoritative sources, and avoiding plagiarism through proper citation.

5. **Writing and Revision**: Writing clear, organized, and informative/explanatory texts that convey complex ideas, while refining the writing process through planning, revising, editing, and reflecting.

6. **Collaboration and Communication**: Effectively participating in collaborative discussions by building on others' ideas, clearly expressing personal viewpoints, and adapting speech to different contexts and audiences.

7. **Digital Media and Presentation**: Using digital media strategically to enhance presentations, making information and findings more engaging and impactful.

## Essential Questions

| Content Specific | Skills Specific |
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| • How do themes in literary texts, such as "Of Mice and Men," reflect and critique societal values and issues?<br>• What techniques do authors use in literary texts to develop complex characters, advance the plot, and convey themes?<br>• How can we analyze the structure of a literary text to understand the author's purpose and the impact on the reader?<br>• How does understanding the historical and cultural context of a literary text enhance our interpretation of its themes and messages?<br>• What ways can we draw connections between the themes of literary texts and contemporary issues or personal experiences? | • **How can we effectively cite textual evidence from *Of Mice and Men* to support our analysis and interpretation of the novel's themes, characters, and messages?**<br>• **What strategies can we use to research the historical and cultural context of the Great Depression to enhance our understanding of the world Steinbeck depicts in *Of Mice and Men*?**<br>• **How can we integrate information from multiple sources to write informative and explanatory texts that analyze the themes and significance of *Of Mice and Men*?** |

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| | • **What are the steps involved in planning, drafting, revising, and editing an informative/explanatory essay about *Of Mice and Men*?**<br><br>• **How can we use digital media and other resources to present our findings and analyses of *Of Mice and Men* in a clear, engaging, and persuasive manner?** |

## Key Resources

Anchor Text: Of Mice and Men John Steinbeck

**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 |
|---|---|---|---|---|---|---|---|
| April | 2 | RI.CR.9-10.1<br>RI.CI.9-10.2<br>RI.IT.9-10.3<br>RI.TS.9-10.4<br>RI.PP.9-10.5<br>RI.AA.9-10.7<br>RI.CT.9-10.8<br>L.VL.9–10.3<br>L.VI.9-10.4<br>W.IW.9-10.2 | SWBAT demonstrate their knowledge of reading an informational text by taking a pre-assessment.<br><br>SWBAT demonstrate their knowledge of informational essay writing by taking a pre-assessment. | • Reading Pre-assessment<br>• Writing Pre-assessment | | | • LinkIt! pre-assessment - reading<br>• Informational essay writing pre-assessment |
| | 3-4 | RI.CI.9-10.2<br>RL.CI.9-10.2<br>L.VL.9–10.3 | SWBAT trace the development of a central idea throughout a text and | Informational Text Mini-Lesson:<br>• Trace how central | • LHS Instructional Workshop Model Suggested Activiti | Informational Writing Rubric<br><br>Information/research writing | • LHS Suggested Formative Reading Assessments |

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| | | W.WR.9–10.5 | analyze how nuanced shifts or contradictions influence its meaning.<br><br>SWBAT analyze how theme emerges and evolves through character development, plot events, and symbolic elements.<br><br>SWBAT use context clues and knowledge of word patterns to determine the meaning of unfamiliar words.<br><br>SWBAT generate focused | idea develops across sections; analyze nuanced shifts or contradictions.<br><br>Literary Text Mini-Lesson:<br>• Analyze how theme develops through character development, plot progression, and symbol usage.<br><br>Language Mini-Lesson:<br>• Use context to determine meaning; patterns of word changes<br><br>Writing Mini-Lesson:<br>• Review exemplar and rubric for an informational | es/Groups | exemplar<br><br>Exploring Research Skills Pear Deck<br><br>Internet Research Checklist | |

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| | | | research questions and explore topics for investigation. | • research essay<br>• Generate research questions, explore topics | | | |
| | | RI.CR.9-10.1<br>RL.CR.9-10.1<br>L.VL.9–10.3<br>W.WR.9–10.5<br>W.IW.9–10.2 | SWBAT evaluate the strength, validity, and relevance of evidence used to support arguments or analyses in informational texts.<br><br>SWBAT cite and analyze textual evidence to explain how character motivation and theme are developed.<br><br>SWBAT use dictionari | Informational Text Mini-Lesson:<br>• Analyze strength, validity, and relevance of evidence supporting an argument or analysis.<br><br>Literary Text Mini-Lesson:<br>• Analyze how evidence from the text (dialogue, narration, imagery) supports character motivation or theme.<br><br>Language Mini-Lesson:<br>• Use | • LHS Instructional Workshop Model Suggested Activities/Groups | Research Facts to Sentence Form | • LHS Suggested Formative Reading Assessments |

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| | | | es, thesauruses, and other reference tools to verify and refine word meanings.<br><br>SWBAT conduct preliminary research by taking notes from sources and developing their topic with relevant supporting details. | reference materials to verify word meanings<br><br>Writing Mini-Lesson:<br>• Begin short research & note-taking from sources<br>• Develop topic with relevant details | | | |
| May | 1-2 | RI.TS.9-10.4<br><br>RL.TS.9-10.4<br><br>L.VL.9–10.3<br><br>W.IW.9–10.2<br><br>W.WR.9–10.5 | SWBAT analyze how the placement of paragraphs or sections impacts the clarity and effectiveness of an argument. | Informational Text Mini-Lesson:<br>• Evaluate how paragraph or section placement shapes argument clarity.<br><br>Literary Text Mini-Lesson:<br>• Analyze | • LHS Instructional Workshop Model Suggested Activities/Groups | | • LHS Suggested Formative Reading Assessments |

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| | | | SWBAT examine how the structure of scenes or chapters contributes to suspense, irony, or thematic meaning.<br><br>SWBAT analyze how an author's word choice shapes tone and contributes to the meaning of a text.<br><br>SWBAT synthesize information from multiple sources and organize their research ideas into a structured outline. | how scene/chapter structure (e.g., nonlinear timeline) contributes to suspense, irony, or theme.<br><br>Language Mini-Lesson:<br>• Analyze word choice impact on tone/meaning<br><br>Writing Mini-Lesson:<br>• Organize complex ideas clearly<br>• Synthesize sources and organize outline | | | |
| | | RI.IT.9-10.3 | SWBAT compare how two | Informational Text Mini- | • LHS Instructional | | • LHS Suggested Formative |

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| | | RL.IT.9-10.3<br><br>L.VI.9–10.4<br><br>W.IW.9–10.2<br><br>W.WR.9–10.5 | authors structure and introduce central ideas in informational texts to convey differing perspectives.<br><br>SWBAT analyze how narrative techniques such as pacing, flashbacks, or point-of-view shifts affect plot and character development.<br><br>SWBAT interpret figurative language and analyze how slight differences in word choice impact meaning. | Lesson:<br>• Compare how two authors structure and introduce ideas across different arguments.<br><br>Literary Text Mini-Lesson:<br>• Analyze pacing, flashbacks, or shifting POV and how they affect the unfolding of plot or character arc.<br><br>Language Mini-Lesson:<br>• Interpret figures of speech; word nuances<br><br>Writing Mini-Lesson:<br>• Use transitions and domain- | Workshop Model Suggested Activities/Groups | | Reading Assessments |

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| | | | SWBAT use appropriate transitions and academic vocabulary while refining their inquiry questions during the research process. | specific vocabulary<br>• Refine inquiry and continue research | | | |
| | 3-4 | RI.PP.9-10.5<br>RL.PP.9-10.5<br>L.VI.9–10.4<br>W.IW.9–10.2<br>W.WR.9–10.5 | SWBAT analyze how authors use rhetorical appeals and strategies to strengthen arguments and achieve their purpose.<br><br>SWBAT analyze how the author's tone, | Informational Text Mini-Lesson:<br>• Analyze use of rhetorical appeals and strategies to advance purpose.<br><br>Literary Text Mini-Lesson:<br>• Analyze how author's tone, narration, or cultural | • LHS Instructional Workshop Model Suggested Activities/Groups | | • LHS Suggested Formative Reading Assessments |

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| | | | narrative voice, and cultural perspective shape the reader's understanding of the text.<br><br>SWBAT analyze how connotation, tone, and level of formality contribute to an author's style and purpose.<br><br>SWBAT use appropriate style and tone for research writing while drafting and integrating source material smoothly. | perspective shapes reader interpretation.<br><br>Language Mini-Lesson:<br>• Analyze connotative meaning, tone, formality<br><br>Writing Mini-Lesson:<br>• Style and tone for research writing<br>• Draft and integrate source material | | | |

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| | | RI.AA.9-10.7<br><br>L.VL.9–10.3<br><br>L.VI.9-10.4<br><br>W.IW.9–10.2<br><br>W.WR.9–10.5 | SWBAT evaluate the logic of an argument by identifying sound reasoning, manipulation, and logical fallacies.<br><br>SWBAT evaluate the reasoning behind character decisions and how these choices contribute to conflict and character arcs.<br><br>SWBAT use precise vocabulary and word choices to enhance clarity and effectiveness in their own | Bring on the Benchmark Questions<br><br>Informational Text Mini-Lesson:<br>• Evaluate reasoning and detect manipulation or logical fallacies.<br><br>Literary Text Mini-Lesson:<br>• Evaluate character reasoning and development—what drives decisions? How does this build conflict?<br><br>Language Mini-Lesson:<br>• Use precise word choice and vocabulary | • LHS Instructional Workshop Model Suggested Activities/Groups | • Bring on the Benchmark MP4 Test Corrections Review | • LHS Suggested Formative Reading Assessments |

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| | | | writing.<br><br>SWBAT draft body paragraphs that include properly cited evidence and revise their work based on peer or teacher feedback. | Writing Mini-Lesson:<br>• Body paragraphs with cited support<br>• Revise using feedback | | | |
| June | 1-2 | RI.CT.9-10.8<br><br>RL.CT.9-10.8<br><br>L.VL.9–10.3<br><br>W.IW.9–10.2<br><br>W.WR.9–10.5 | SWBAT compare how two texts on the same topic reflect historical or cultural perspectives in their presentation of information.<br><br>SWBAT compare how authors from | Informational Text Mini-Lesson:<br>• Compare two texts on the same topic using historical or cultural lens.<br><br>Literary Text Mini-Lesson:<br>• Compare how two texts from different cultures/time | • LHS Instructional Workshop Model Suggested Activities/Groups | | • LHS Suggested Formative Reading Assessments |

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| | | | different cultures or time periods address a shared theme or archetype in literature.<br><br>SWBAT review and apply knowledge of figurative language, word choice, and context clues to understand and use language effectively.<br><br>SWBAT finalize, polish, and present their informative or research-based writing to an audience. | periods treat a similar theme or archetype.<br><br>Language Mini-Lesson:<br>• Review of language standards: figurative language, word choice, context clues<br><br>Writing Mini-Lesson:<br>• Finalize informative/research writing<br>• Publish or present final products | | | |
| | | RI.CR.9-10.1<br><br>RI.CI.9- | SWBAT to demonstrate their | • Reading benchmark MP 4<br>• Writing | | • End of MP Reflection | • LinkIt! Benchmark MP 4<br>• End of |

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| | | 10.2<br><br>RI.IT.9-10.3<br><br>RI.TS.9-10.4<br><br>RI.PP.9-10.5<br><br>RI.AA.9-10.7<br><br>RI.CT.9-10.8<br><br>L.VL.9–10.3<br><br>L.VI.9-10.4<br><br>W.IW.9-10.2 | knowledge of an informational text by taking a benchmark assessment.<br><br>SWBAT to demonstrate their knowledge of writing a research essay.<br><br>SWBAT reflect on their learning in reading and writing throughout marking period 4 by creating SMART goals. | benchmark MP 4<br>• End of MP reflection | | • Research Essay Rubric | MP Reflection |

## Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit |
|---|---|
| • **Language Skills**<br><br>**Command of English Language System** | • **1. Language Skills:**<br><br>○ **Command of English Language** |

**and Structure (ELA.L.SS.9–10.1)**
Demonstrating proper grammar, punctuation, and sentence structure in writing and speaking.

**Effective Language Choices (ELA.L.KL.9–10.2)**
Applying knowledge of language to make effective choices for meaning and style in reading, writing, speaking, and listening.

**Determining Word Meanings (ELA.L.VL.9–10.3)**
Clarifying the meaning of unknown and multiple-meaning words and phrases, including technical meanings, using various strategies.

**Understanding Figurative Language and Nuances (ELA.L.VI.9–10.4)**
Interpreting figurative language, word relationships, and nuances in word meanings, including connotative meanings.

## Reading Skills

**Citing Textual Evidence (ELA.RL.CR.9–10.1 & ELA.RI.CR.9–10.1)**
Using thorough and relevant textual evidence to support analysis of 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 themes in literary texts and central ideas in informational texts, including how they are developed and refined, and providing objective summaries.

**Analyzing Author's Development of Ideas (ELA.RL.IT.9–10.3 & ELA.RI.IT.9–10.3)**
Examining how authors unfold and develop ideas throughout a text, including how complex characters and ideas are developed, interact, and impact the plot or theme.

**Analyzing Text Structure (ELA.RL.TS.9–10.4 & ELA.RI.TS.9–10.4)**
Analyzing how an author's structural choices, including the order of events and manipulation of time, create specific effects

**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. *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,

such as mystery, tension, or surprise, and how these choices develop and refine ideas.

**Determining Author's Purpose (ELA.RI.PP.9–10.5)**
Identifying the author's purpose and analyzing how rhetorical devices are used to advance that purpose.

## Writing Skills

**Informative/Explanatory Writing (ELA.W.IW.9–10.2)**
Writing informative/explanatory texts to convey complex ideas and information clearly and accurately through effective content selection, organization, and analysis.

**Writing Development (ELA.W.WP.9–10.4)**
Strengthening writing through planning, revising, editing, rewriting, seeking feedback, and reflecting on personal writing progress, with a focus on addressing significant elements for specific purposes and audiences.

**Research Projects (ELA.W.WR.9–10.5 & ELA.W.SE.9–10.6)**
Conducting research to answer questions or solve problems, synthesizing multiple sources, gathering relevant information, and integrating it effectively into writing while avoiding plagiarism and following citation standards.

**Routine Writing (ELA.W.RW.9–10.7)**
Writing routinely over both extended and shorter time frames for a variety of tasks, purposes, and audiences.

## Speaking and Listening Skills

**Collaborative Discussions (ELA.SL.PE.9–10.1)**
Participating effectively in collaborative discussions, building on others' ideas, and expressing personal viewpoints clearly and persuasively.

**Integrating Sources and Evaluating Credibility (ELA.SL.II.9–10.2)**
Integrating multiple sources of information

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 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

from diverse media and evaluating the credibility and accuracy of each source.

**Presenting Information (ELA.SL.PI.9–10.4)**
Presenting information, findings, and supporting evidence clearly, concisely, and logically, with content, organization, development, and style appropriate to the task, purpose, and audience.

**Using Digital Media (ELA.SL.UM.9–10.5)**
Strategically using digital media elements to enhance presentations, reasoning, and evidence, adding interest and clarity.

**Adapting Speech (ELA.SL.AS.9–10.6)**
Adapting speech for different contexts and tasks, demonstrating command of formal English.

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

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| | research and source evaluation.<br><br>○ **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.<br>*Curriculum Reference:* Units on presenting research and analysis.<br><br>○ **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.<br>*Curriculum Reference:* Units involving multimedia presentations.<br><br>○ **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.<br>*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".

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| 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".

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| 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 |
| 7 | Look for and make use of structure |
| 8 | Look for and express regularity in repeated reasoning |
| 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. |
| 1.4.12adv.Re8a | Research and synthesize cultural and historical information related to a devised or scripted theatre work to support or evaluate artistic choices. |
| 1.4.12adv.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 |

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| | 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. |