LHS English 10 Unit 2

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

Unit Overview

Theme: A New Nation through a Nation Divided

Benchmark Text Focus: Informational

Anchor Text: The Crucible

Writing Genre Focus: Informative/Explanatory

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.
RI.TS.9–10.4	Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RL.PP.9–10.5	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature)

	and analyze how an author uses rhetorical devices to advance a point of view.
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.
RI.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
W.IW.9–10.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.IW.9–10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
W.IW.9–10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.IW.9–10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.IW.9–10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.IW.9–10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.IW.9–10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.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.ES.9–10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
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.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	
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-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

Rationale

This unit is designed to strengthen students' ability to read, analyze, and respond to complex informational texts while also engaging with a central work of literature, *The Crucible* by Arthur Miller. By pairing informational texts with the play, students will examine historical and social contexts, make connections between past and present, and evaluate how fear, power, and identity shape human behavior. This integration supports students in building critical literacy skills, including the ability to distinguish between fact and opinion, evaluate sources, and synthesize information across multiple texts.

The writing focus of the unit is informational and explanatory essay writing, enabling students to clearly convey ideas, organize evidence, and articulate claims with precision. Through guided practice, drafting, and revision, students will learn to develop coherent essays that explain, analyze, and interpret information drawn from both primary and secondary sources. This focus not only prepares students for academic writing across disciplines but also equips them with essential communication skills needed for college, career, and civic life.

Enduring Understandings

Content Specific	Skills Specific
• **The Formation of National Identity**: Early American literature and historical documents reflect the struggles, values, and ideals that shaped the nation's identity during times of conflict and change. • **Conflict and Unity**: The tension between division and unity in the nation's early years is evident in the literature and historical documents of the time, providing insights into how societies evolve through adversity. • **Language as a Reflection of Cultural and Political Shifts**: The language and rhetoric used in short stories and historical documents reveal the cultural and political climate of the period, highlighting how individuals and groups articulate their values and perspectives. • **Persuasion and Argument**: Informational writing from the period often sought to persuade readers about crucial issues like freedom, equality, and governance, demonstrating the power of effective argumentation and rhetoric in shaping public opinion. • **The Influence of Historical Context on Literature**: Historical documents and literary texts provide a window into the past, showing	• **Informational Writing**: Students will compose informational essays that explore key issues such as unity, governance, and national identity, integrating evidence from both short stories and historical documents. • **Textual Analysis**: Students will analyze how language, structure, and rhetorical devices in short stories and historical documents convey the ideas and values of the period, focusing on the historical and cultural significance of the texts. • **Sourcing and Evidence**: Students will learn to evaluate the credibility and significance of historical documents and literary texts, citing a range of evidence to support their analyses and arguments. • **Collaborative Discussion**: Through group discussions, students will share insights on how historical events shaped national discourse and literature, building a deeper understanding of the complexities of early American identity.

how historical events and cultural shifts influence storytelling, themes, and character development.	

Essential Questions

Content Specific	Skills Specific
• How do authors use language and literary techniques in short stories to express big ideas and social issues? How can understanding these techniques help us better understand the story? • How do words with multiple meanings or special phrases in short stories help develop the themes and characters? • How does the use of figurative language (like metaphors and similes) in short stories help us understand the characters and the main ideas of the story? • How do the way authors organize their short stories—like the order of events and how characters interact—affect the story's themes and how we connect with the text? • How can looking at how themes and character motivations are developed in short stories help us understand the bigger social and cultural issues the author is addressing?	• What strategies can you use to figure out the meaning of difficult words and phrases in short stories, and how does this help you understand the story better? • How can you find and use evidence from short stories to support your ideas about the themes, characters, and writing techniques? • How can you use what you know about figurative language and the author's choices to write clearly about short stories and explain your ideas effectively? • What steps can you take to improve your writing about short stories, making sure your ideas are clear and well-organized? • How can you present your ideas and analyses of short stories in a way that is clear and persuasive, whether you're writing or speaking?

Key Resources

Anchor Text: The Crucible by Arthur Miller

The Crucible Audio

Crucible Resources

Historical Documents

The New Yorker article: Why I Wrote “The Crucible” By Arthur Miller

Arthur Miller's "The Crucible" Allusions

The Crucible Summary for English Language Learners

The Crucible audiobook

CommonLit Articles:

- Puritan Laws & Character
- Witchcraft in Salem
- McCarthyism
- Answer keys

Additional instructional resources:

- Comprehension microskills
- Tier I instructional practices
- Engagement toolkit

Lexia Aspire Resources:

- Word Recognition - phonemic awareness, decoding, fluency
- Language Comprehension - vocabulary, morphology, academic language, syntax
- Writing & reading comprehension - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing

Supplementary Resources

- Native American Tribes
- "King Philip's War"
- Excerpt of Jonathan Edward's Sermon "Sinners in the Hands of an Angry God" by Jonathan Edwards
- FREEDOM OF RELIGION by by Sagoyewatha, 1805 (Compare and Contrast with "Sinners in the Hands of an Angry God")
- McCarthyism (YouTube)
- Salem Witch Trials (YouTube)
- The Salem (and Other) Witch Hunts by Mike Kubic (Common Lit.)
- "The American Revolution: Visual Propaganda
- "Common Sense" by Thomas Paine
- "The United States Constitution: A Graphic Adaptation by Jonathan Hennessey
- "Declaration of Independence" by Thomas Jefferson
- "THE CONSTITUTION OF THE IROQUOIS NATIONS: THE GREAT BINDING LAW," by GAYANASHAGOWA (compare and contrast with "Declaration of Independence")
- "The Gettysburg Address," by Abraham Lincoln
- "What to the Slave is the Fourth of July?" by Frederick Douglass
- "The Battle with Mr. Covey," by Fredrick Douglass

Informational texts from district-approved resources.

Additional district-approved secondary ELA instructional resource list

Warm-Up Activities to Engage Students Before They Read Nonfiction Texts

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
November	3-4	RI.CR.9–10.1 L.VL.9	SWBAT demonstrate their	Reading Mini-lessons: • Informational Reading Pre-		Informative/Explanatory Writing Rubric	• LinkIt! pre-assessm

		–10.3 L.VI.9–10.4 RI.CI.9–10.2 RI.IT.9–10.3 RI.TS.9–10.4 RI.PP.9–10.5 RI.AA.9–10.7 RI.CT.9–10.8 W.IW.9–10.2	knowledge of reading an informational text by taking a pre-assessment. SWBAT reflect on how their own experiences and knowledge inform their understanding of these texts. SWBAT Recognize and appreciate cultural experiences reflected in texts from outside the United States. SWBAT demonstrate their knowledge of informational essay writing by taking a pre-assessment. SWBAT identify the characteristics of informative/e	assessment • Building background knowledge of unit's anchor text: historical and cultural significance • Building background knowledge of unit's anchor text: how the author's cultural experiences and knowledge shape the text and influence its meaning Writing Mini-lessons: • Informative/Explanatory Writing Pre-assessment • Characteristics of Informative/Explanatory exemplar essay		The New Yorker article: Why I Wrote "The Crucible" By Arthur Miller	ent - reading • Writing pre-assessment • Unit 2: Writing Pre-assessment • Google Form for writing pre-assessment

			xplanatory essay writing.				
		RI.CR.9–10.1 RL.CR.9–10.1 L.VL.9–10.3	SWBAT analyze informational texts by identifying both explicit information and inferred meanings. SWBAT cite textual evidence effectively to support their analyses. SWBAT make clear connections between different aspects of the text, including themes, arguments, and supporting details. SWBAT analyze how specific word choices impact the overall meaning and tone of texts. SWBAT	Reading Mini-lessons: • Explicit and inferred textual evidence • Cite textual evidence to support analysis • Support of textual evidence analysis (E in R.A.C.E.) • Impact of word choice • Connotations & denotations of words Writing Mini-lessons: • Review informative/explanatory essay rubric • Review domain-specific vocabulary based on rubric • Choosing a significant topic	LHS ELA Instructional Workshop Model Suggested Activities/Groups	Informative/Explanatory Writing Rubric	LHS Suggested Formative Reading Assessments

			distinguish between connotations and denotations of words. SWBAT review the informative/explanatory essay rubric. SWBAT use precise language and domain-specific vocabulary to convey information. SWBAT chose a significant topic to write about throughout the unit.				
December	1-2	RL.CI.9–10.2 RI.CI.9–10.2 RL.IT.9–10.3 RI.IT.9–10.3 W.IW.9–10.2	SWBAT identify central ideas in various informational texts . SWBAT identify and explain how an author organizes ideas.	Reading Mini-lessons: • Central idea/theme of a text • Organization of author's ideas • Relationships between ideas and how they contribute to the overall	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			SWBAT analyze the relationships between ideas and how they contribute to the overall theme or argument. SWBAT generate ideas for a piece of writing by brainstorming in various ways. SWBAT identify and decide on important subtopics within their chosen topic to effectively organize their ideas and guide their writing.	theme or argument. Writing Mini-lessons: • Ways to brainstorm essay writing • Deciding on important subtopics within your chosen topic			
		RL.CR.9–10.1 RI.CR.9–10.1 L.VL.9–10.3 RI.PP.9–10.5 W.IW.	SWBAT recognize and articulate areas of uncertainty or ambiguity within the text.	Reading Mini-lessons: • Recognizing areas of uncertainty or ambiguity within the text • Power of language:	• LHS ELA Instructional Workshop Model Suggested Activ	○ NJSLA Weekly	• LHS Suggested Formative Reading Assess

		9–10.2	SWBAT understand how language can set different tones and evoke specific settings. SWBAT analyze how rhetorical devices are employed to support that purpose. SWBAT recognize the audience for their writing and understand the purpose behind it. SWBAT use an appropriate style and tone, such as formal and objective in academic contexts. SWBAT introduce and define a chosen topic	different tones • Use of rhetorical devices and their effectiveness in conveying the author's purpose (metaphors, similes, allusions, repetition, and dramatic irony) Writing Mini-lessons: • Knowing your audience and deciding on a purpose for writing • Appropriate style and tone based on audience and purpose • Introduction paragraph: introduce chosen topic and present significance of topic	ities/ Groups	○ Practice Questions - Purit anism Student Copy Thesis Activi	ments

			clearly.			ty Answer Key Thesis Activity ○ Social Media Impact on Teen Men	

						○ tal Health Explanatory Essay Thesis Examples Thesis Statem	

						ents. Strategies Guidance and Scaffolding	
	3-4	RL.CI.9–10.2 RI.CI.9–10.2 L.VL.9–10.3 L.VI.9–10.4 W.IW.	SWBAT analyze how these ideas evolve throughout the text.	Reading Mini-lessons: • Analyzing how ideas evolve throughout the text • Context clues and reference materials to determine the	• LHS ELA Instructional Workshop Model Suggested Activ		• LHS Suggested Formative Reading Assess

		9–10.2	SWBAT effectively determine the meanings of unknown words and phrases using various strategies, including context clues and reference materials. SWBAT identify and interpret various figures of speech in literary texts. SWBAT organize and present complex ideas in a coherent manner. SWBAT Make meaningful connections between different concepts.	meaning of unknown words • Figures of speech in literary text Writing Mini-lessons: • Body paragraphs: organizing and presenting complex ideas • Body paragraphs: meaningful connections between concepts	ities/ Groups		ments
		RL.IT. 9–10.3 RI.IT.9 –10.3 RI.TS. 9–10.4	SWBAT recognize how various points are introduced and	Reading Mini-lessons: • Analyzing how various points are introduced and developed	• LHS ELA Instructional Workshop Mode		• LHS Suggested Formative

		L.VL.9–10.3 W.IW.9–10.2	developed throughout the text. SWBAT analyze specific examples from the text that illustrate these choices SWBAT evaluate how these choices affect the development and refinement of the text. SWBAT use quotations and examples effectively to engage and inform their audience. SWBAT identify and select relevant facts and details that support their topic.	throughout a text • Analyze examples from the text that illustrate the author's choices • Author's choice leads to the development of the text (how ideas and claims are structured) • Influence of word choice in the overall meaning and tone of a text Writing Mini-lessons: • Body paragraphs: use quotations and examples • Body paragraphs: relevant facts and details to support topic	l Suggested Activities/ Groups		Reading Assessments
January	1-2	RL.CI.9–10.2 RI.CI.9–10.2 RI.CT.	SWBAT create an objective summary that encapsulates the main points	Reading Mini-lessons: • Objective summary • Relationships of different	• LHS ELA Instructional Workshop	• NJSLA Weekly Practice Questions - Herd Mentalit	• LHS Suggested Formati

		9–10.8 W.IW. 9–10.2	without personal bias. SWBAT identify and discuss the themes and concepts present in the texts and how they relate to each other. SWBAT develop extended definitions and concrete details that clarify their ideas. SWBAT summarize key points of their discussion.	themes and concepts throughout a text (e.g., Hysteria and Reputation or Reputation and Power). Writing Mini-lessons: • Body paragraphs: concrete details and definitions to clarify ideas • Conclusion paragraph: summarize key points	Model Suggested Activities/ Groups	y • The Crucible ACT 1 Exit Ticket (PRINTABLE VERSION) • The Crucible ACT 1 Exit Ticket (ONLINE VERSION)	ve Reading Assessments
		RI.PP. 9–10.5 RI.CT. 9–10.8 RI.AA. 9–10.7 W.IW. 9–10.2	SWBAT identify the purpose behind an author's writing. SWBAT critically analyze a variety of seminal and informational	Reading Mini-lessons: • Author's purpose • Seminal references in anchor text (Biblical references in The Crucible) • Inaccuracies or misleading statements	• LHS ELA Instructional Workshop Model Suggested Activities/ Grou	• Arthur Miller's "The Crucible" - Allusions • Activity: Act 1 Scene Rewind (Alternative Perspective	• LHS Suggested Formative Reading Assessments

			texts. SWBAT recognize and identify any inaccuracies or misleading statements within the text. SWBAT revise their writing by adding transitions to improve the flow and clarify the relationships between ideas. SWBAT revise their writing to ensure it is cohesive, improving the clarity and flow of ideas by using effective transitions and logical organization.	within the text Writing Mini-lessons: • Revision: adding transitions • Revision: check for cohesive writing to improve clarity and flow	ps	Writing and Performance) • Activity: Character "Hot Seat" Interview	
	3-4	RI.AA.9–10.7 W.IW.9–10.2	SWBAT clearly articulate the main argument and supporting	Reading Mini-lessons: • Main argument and supporting	• LHS ELA Instructional Work	• Qualifying Verbs: Making Writing Precise	• LHS Suggested For

			claims of a text. SWBAT critically assess the validity of the reasoning presented and determine if the evidence provided supports the claims. SWBAT revise their writing to use appropriate language and structure, ensuring it aligns with the purpose, audience, and task. SWBAT revise their writing by using formatting tools such as headings, bullets, and images to organize ideas clearly and enhance the overall presentation for the appropriate audience.	claims of an informational text • Validity of the reasoning presented in a text Writing Mini-lessons: • Revision: appropriate language and structure • Revision: formatting techniques (headings, bullets, and images)	shop Model Suggested Activities/ Groups	and Nuanced	mative Reading Assessments
		RI.CR. 9–10.1	SWBAT to demonstrate their	• Bring on the Benchmark MP 2		• ANSWERS CHOIC	• LinkIt! Ben

		L.VL.9–10.3 L.VI.9–10.4 RI.CI.9–10.2 RI.IT.9–10.3 RI.TS.9–10.4 RI.PP.9–10.5 RI.AA.9–10.7 RI.CT.9–10.8 W.IW.9–10.2	knowledge of an informational text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout marking period 2 by creating SMART goals.	• Reading benchmark MP 2 • Writing benchmark MP 2 • End of MP reflection • Creating SMART goals		• ES Grade 10 MP2 REVIEW Bring on the Benchmark Questions • DISCUSS ANSWERS CHOICES Grade 10 MP2 REVIEW Bring on the Benchmark Questions • End of MP Reflection • Informative Essay Rubric	chmark MP 2 • End of MP Reflection

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• **Writing and Speaking** 1. **Command of the English Language (ELA.L.SS.9–10.1)** ▪ Demonstrating proper use of grammar and structure in writing and speaking.	**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

2. **Effective Language Choices (ELA.L.KL.9–10.2)**
    - Making effective choices in language for meaning or style in various contexts.
3. **Informative/Explanatory Writing (ELA.W.IW.9–10.2)**
    - Writing to examine and convey complex ideas clearly and accurately.
4. **Writing Development (ELA.W.WP.9–10.4)**
    - Strengthening writing through planning, revising, editing, and rewriting.
5. **Routine Writing (ELA.W.RW.9–10.7)**
    - Writing regularly over different time frames for various tasks and purposes.
6. **Effective Participation in Discussions (ELA.SL.PE.9–10.1)**
    - Initiating and participating in collaborative discussions, expressing ideas clearly.
7. **Presentation Skills (ELA.SL.PI.9–10.4)**
    - Presenting information logically and effectively, appropriate to the task and audience.
8. **Adaptation of Speech (ELA.SL.AS.9–10.6)**
    - Adapting speech for different contexts and tasks, using formal English appropriately.

Reading and Analysis

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 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

1. **Vocabulary Acquisition (ELA.L.VL.9–10.3)**
    - Determining the meaning of unknown words using various strategies.
2. **Understanding Figurative Language (ELA.L.VI.9–10.4)**
    - Demonstrating understanding of figurative language and word nuances.
3. **Textual Evidence in Literary Texts (ELA.RL.CR.9–10.1)**
    - Citing textual evidence to support analysis of what a literary text says explicitly and inferentially.
4. **Textual Evidence in Informational Texts (ELA.RI.CR.9–10.1)**
    - Citing textual evidence to support analysis of what an informational text says explicitly and inferentially.
5. **Theme Analysis in Literary Texts (ELA.RL.CI.9–10.2)**
    - Determining and analyzing themes in literary texts.
6. **Central Idea Analysis in Informational Texts (ELA.RI.CI.9–10.2)**
    - Determining and analyzing central ideas in informational texts.
7. **Character and Plot Analysis (ELA.RL.IT.9–10.3)**
    - Analyzing character development and plot advancement in literary texts.
8. **Idea Development in Informational**

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 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

Texts (ELA.RI.IT.9–10.3) ▪ Analyzing how ideas are developed and connected in informational texts. 9. **Text Structure Analysis (ELA.RI.TS.9–10.4)** ▪ Analyzing the structure of ideas or claims in a text and how they are developed. 10. **Author's Perspective and Rhetorical Devices in Literary Texts (ELA.RL.PP.9–10.5)** ▪ Determining and analyzing an author's perspective and use of rhetorical devices in literary texts. 11. **Author's Purpose and Rhetorical Devices in Informational Texts (ELA.RI.PP.9–10.5)** ▪ Determining and analyzing an author's purpose and use of rhetorical devices in informational texts. 12. **Argument Evaluation (ELA.RI.AA.9–10.7)** ▪ Evaluating the argument and specific claims in informational texts for validity and sufficiency. 13. **Analysis of Seminal and Informational Texts (ELA.RI.CT.9–10.8)** ▪ Analyzing and reflecting on significant themes and concepts in historical and scientific texts.	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).
9.2.12.CAP.2	Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.
9.4.12.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).
9.2.12.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.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
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.Pr4	Selecting, analyzing, and interpreting work.
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.
1.4.12adv.Re	Responding
1.4.12adv.Re7	Perceiving and analyzing products.
6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
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.Re8	Interpreting intent and meaning.
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.Re8b	Analyze and evaluate varied aesthetic interpretations of production elements for the same devised or scripted theatre work.
1.4.12adv.Re8c	Compare and debate the connection between devised or scripted theatre work and contemporary issues that may impact audiences.
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.
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.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
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.
LS3.B	Variation of Traits
HS-LS4	Biological Evolution: Unity and Diversity
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
HS-ESS2-4	Use a model to describe how variations in the flow of energy into and out of Earth’s systems result in changes in climate.
HS-ESS3	Earth and Human Activity