# LHS English 11 Unit 2

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

## Unit Overview

**Theme:** Family, Loss, and Sacrifice

**Benchmark Text Focus:** Informational

**Anchor Text:** Hamlet

**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".

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| L.SS.11–12.1 | Demonstrate command of the system and structure of the English language when writing or speaking. |
| L.SS.11–12.1.A | Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested. |
| L.SS.11–12.1.B | Observe hyphenation conventions. |
| L.SS.11–12.1.C | Recognize spelling conventions. |
| L.KL.11–12.2 | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| L.KL.11–12.2.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.11–12.2.B | Vary syntax for effect, apply an understanding of syntax to the study of complex texts. |
| L.KL.11–12.2.C | Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

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| L.VL.11–12.3 | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. |
| L.VL.11–12.3.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.11–12.3.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). |
| L.VL.11–12.3.C | Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. |
| L.VL.11–12.3.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, its etymology, or its standard usage. |
| L.VL.11–12.3.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.11–12.4 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. |
| L.VI.11–12.4.A | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. |
| L.VI.11–12.4.B | Analyze nuances in the meaning of words with similar denotations. |
| L.VI.11–12.4.C | Analyze how the meaning of a key term or terms develops or is refined over the course of a text. |
| L.VI.11–12.4.D | Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful. |
| RL.CR.11–12.1 | Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. |
| RI.CR.11–12.1 | Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. |
| RL.CI.11–12.2 | Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. |
| RI.CI.11–12.2 | Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. |
| RL.IT.11–12.3 | Analyze the impact of the author's choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| RI.IT.11–12.3 | Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. |
| RI.PP.11–12.5 | Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. |
| RI.MF.11–12.6 | Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). |

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| RL.CT.11–12.8 | Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. |
| W.IW.11–12.2 | Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| W.IW.11–12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| W.IW.11–12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. |
| W.IW.11–12.2.C | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| W.IW.11–12.2.D | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| W.IW.11–12.2.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.WP.11–12.4 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. |
| W.RW.11–12.7 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. |
| SL.PE.11–12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| SL.PE.11–12.1.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.11–12.1.B | Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. |
| SL.PE.11–12.1.C | Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. |
| SL.PE.11–12.1.D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. |
| SL.PI.11–12.4 | 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.11–12.6 | Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. |

## Weekly Structure

| Day One | | Day Two | | Day Three | | Day Four | | Day Five | | Day Six | |
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| 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-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 is a short narrative paragraph explaining the WHY of the unit. How does this unit prepare students for new learning or their life outside of school?

This unit on "Hamlet," focusing on the themes of family, loss, and sacrifice, is designed to deepen students' understanding of complex human experiences and emotions that transcend the confines of literature. By exploring Shakespeare's intricate portrayal of these universal themes, students are encouraged to reflect on their own lives and relationships, enhancing their ability to empathize and critically analyze the world around them. Through informative writing and thoughtful discussions, students develop skills in crafting clear,

persuasive arguments and in navigating nuanced ideas—skills that are essential not only in academic settings but also in their personal and professional lives. This unit prepares students to approach challenges with a more profound understanding of human nature, fostering resilience and a more nuanced perspective as they encounter and interpret life's various conflicts and dilemmas.

Students will demonstrate their mastery of the standards and skills through a focused benchmark and summative assessment on informative writing. The benchmark will assess their ability to analyze and synthesize key themes from "Hamlet," requiring them to present their findings clearly and accurately using textual evidence. In the summative assessment, students will compose a detailed informative essay that explores the themes of family, loss, and sacrifice in the play, effectively organizing and presenting their analysis to convey complex ideas. Through these assessments, students will show their proficiency in crafting well-structured, insightful, and informative writing, preparing them to communicate complex concepts effectively in both academic and real-world contexts.

## Enduring Understandings

| Content Specific | Skills Specific |
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| 1. **Complex Interpersonal Dynamics**: Understanding that family relationships in literature often mirror real-life complexities, including themes of loss and sacrifice, reveals deeper insights into human behavior and societal values. *Hamlet* provides a rich exploration of these themes through its intricate character relationships and tragic circumstances.<br><br>2. **Impact of Loss and Sacrifice**: The exploration of loss and sacrifice in literature highlights the emotional and psychological effects on individuals and families. Analyzing these themes in *Hamlet* helps students understand how personal and familial sacrifices shape characters' motivations and actions, reflecting broader human experiences.<br><br>3. **Purpose and Perspective in Informational Writing**: Effective informational writing conveys complex ideas clearly and accurately, reflecting an understanding of context, purpose, and audience. By examining *Hamlet*, students learn how to structure and present information in a way that enhances comprehension and analysis of literary and | 1. **Language and Contextual Mastery**: Demonstrate a clear and precise use of language in writing, speaking, and collaborative discussions to effectively communicate complex ideas about themes such as family, loss, and sacrifice. This involves applying knowledge of language to interpret and analyze texts like *Hamlet* within various contexts.<br>2. **Thematic and Figurative Understanding**: Analyze and summarize multiple themes, including family, loss, and sacrifice, through accurate citation of textual evidence and interpretation of figurative language. This skill is crucial for developing comprehensive analyses and understanding the impact of authorial choices in *Hamlet*.<br>3. **Purposeful Writing and Presentation**: Craft informative texts that convey complex ideas clearly and accurately, and present information logically and concisely. This includes adapting writing to meet specific purposes and audiences, and delivering presentations that effectively communicate thematic insights and analyses.<br>4. **Collaborative Analysis and Discussion**: Engage in productive discussions about texts and themes, building on others' ideas while |

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| thematic elements.<br><br>4. **Authorial Choices and Thematic Development**: Analyzing how authors develop themes through their choices helps students recognize the impact of literary techniques on theme development. In *Hamlet*, understanding Shakespeare's choices provides insight into how family dynamics and themes of loss and sacrifice are woven into the narrative. | presenting and defending your own perspectives. This skill supports effective collaboration, enhances critical thinking, and contributes to a deeper understanding of literary and thematic content. |

## Essential Questions

| Content Specific | Skills Specific |
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| • How do the soliloquies in "Hamlet" provide insight into the human condition, particularly regarding our responses to family conflict, loss, and the search for meaning?<br>• How do different characters' responses to grief in "Hamlet" reflect the diverse ways humans cope with loss, and what can we learn from these varied approaches?<br>• How does the idea of appearance versus reality in "Hamlet" force us to question our perceptions of truth and the nature of authenticity in our relationships?<br>• How might the themes of family, loss, and sacrifice in "Hamlet" resonate with us differently as we experience different stages of life?<br>• How does the theme of revenge in "Hamlet" challenge our understanding of justice and morality within family dynamics? | • How can we distinguish between reliable and unreliable evidence in "Hamlet" to support our analysis of the play's themes?<br>• How can we discern truth from deception in "Hamlet," and how does this skill apply to our everyday lives in evaluating information and intentions?<br>• What methods can we use to effectively communicate complex ideas about "Hamlet" in writing, and how can these methods improve our overall ability to articulate nuanced thoughts?<br>• How does engaging in discussions about "Hamlet" with others deepen our understanding of its themes and characters, and how can this collaborative learning process benefit us in other areas of life?<br>• How do literary techniques in "Hamlet" help us explore themes of family, loss, and sacrifice, and how can these techniques enhance our ability to analyze and appreciate other texts and experiences? |

## Key Resources

Anchor Text: Hamlet by Shakespeare

Literary Devices in Hamlet

Significant Documents: Amleth, Prince of Denmark

Informational Texts: Shakespeare's England

Reading Shakespeare's Language: Hamlet

Shakespeare's Life: From the Folger Shakespeare Editions

Shakespeare's Theater: From the Folger Shakespeare Editions

No Fear Shakespeare: Hamlet w/ audio

Primary Sources: Hamlet Primary Sources - From Folger

**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.

Folger Shakespeare Library

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 |
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| November | 3-4 | L.VL.11–12.3<br>L.VI.11–12.4<br>RI.CR.11–12.1<br>RI.CI.11–12.2<br>RI.IT.1 | SWBAT demonstrate their knowledge of reading an informational text by taking a pre-assessment.<br><br>SWBAT | Reading Mini-lessons:<br>• Informational Reading Pre-assessment<br>• Use primary sources and/or significant historical documents to build background knowledge | | Informative/Explanatory Writing Rubric<br><br>Significant Documents:<br><br>Amleth, Prince of Denmark | • LinkIt! pre-assessment - reading<br>• Informative essay writing pre-assessment |

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| | | 1–12.3<br><br>RI.TS.11–12.4<br><br>RI.PP.11–12.5.<br><br>RI.MF.11–12.6<br><br>RI.AA.11–12.7<br><br>RI.CT.11–12.8<br><br>W.IW.11–12.2 | understand the purpose behind primary source documents and texts discussing scientific or technical advancements<br><br>SWBAT reflect on the context and background that informs significant documents.<br><br>SWBAT use reference materials to pronounce words, determine precise meanings, identify parts of speech, and understand the etymology of words.<br><br>SWBAT demonstrate their knowledge of informational essay writing by taking a pre-assessment. | • Use reference materials to determine unknown words and/or etymology of words<br><br>Writing Mini-lessons:<br><br>• Informative/Explanatory Writing Pre-assessment | | Informational Texts:<br><br>Shakespeare's England<br><br>Reading Shakespeare's Language: Hamlet<br><br>Shakespeare's Life: From the Folger Shakespeare Editions<br><br>Shakespeare's Theater: From the Folger Shakespeare Editions<br><br>Primary Sources:<br><br>Hamlet Primary Sources - From Folger Collection | |
| | | L.VL.1 | SWBAT understand | Reading Mini-lessons: | LHS ELA Instructio | Informative/Explanatory | LHS Suggested |

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| | | 1–12.3<br><br>RL.CI.11–12.2<br><br>RI.CI.11–12.2.<br><br>W.IW.11–12.2 | the purpose behind primary source documents and texts discussing scientific or technical advancements<br><br>SWBAT reflect on the context and background that informs significant documents.<br><br>SWBAT summarize the text objectively, emphasizing the main ideas without personal bias.<br><br>SWBAT identify the characteristics of informative/explanatory essay writing.<br><br>SWBAT use domain-specific terms to convey information in their essays. | • Use primary sources and/or significant historical documents to build background knowledge<br><br>• Use reference materials to determine unknown words and/or etymology of words<br><br>• Summarize main ideas objectively in informational texts<br><br>Writing Mini-lessons:<br><br>• Characteristics of Informative/Explanatory exemplar essay<br><br>• Review informative/explanatory essay rubric<br><br>• Using domain-specific terms to convey information | nal Workshop Model Suggested Activities/ Groups | Writing Rubric<br><br>Reading Shakespeare's Language: Hamlet | Formative Reading Assessments |
| Dece | 1-2 | L.VL.1 | SWBAT | Reading Mini-lessons: | LHS ELA | Reading | LHS |

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| mber | | 1–12.3<br><br>RL.CR.11–12.1<br><br>RI.CR.11–12.1<br><br>RL.IT.11–12.3<br><br>RI.IT.11–12.3<br><br>W.IW.11–12.2 | identify and cite textual evidence accurately from a variety of informational texts.<br><br>SWBAT analyze complex ideas or sequences within a text.<br><br>SWBAT discuss areas of uncertainty within the text and how these contribute to its overall meaning.<br><br>SWBAT use contextual clues to determine the meanings of unfamiliar words or phrases.<br><br>SWBAT generate ideas for a piece of writing by brainstorming in various ways.<br><br>SWBAT | • Identify and cite textual evidence<br>• Sequential order of ideas in a text<br>• Recognizing ambiguous parts of a text and how it contributes to overall meaning<br>• Context clues to help determine meaning of unfamiliar words<br><br>Writing Mini-lessons:<br>• Ways to brainstorm essay writing<br>• Knowing your audience and deciding on a purpose for writing<br>• Appropriate style and tone based on audience and purpose | Instructional Workshop Model Suggested Activities/ Groups | Shakespeare's Language: Hamlet | Suggested Formative Reading Assessments |

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| | | | recognize the audience for their writing and understand the purpose behind it.<br><br>SWBAT use an appropriate style and tone, such as formal and objective in academic contexts. | | | | |
| | | L.VL.11–12.3<br><br>RL.CR.11–12.1<br><br>RI.CR.11–12.1<br><br>RL.IT.11–12.3<br><br>RI.IT.11–12.3<br><br>W.IW.11–12.2 | SWBAT analyze the ways central ideas evolve and interconnect throughout the text.<br><br>SWBAT analyze the text in a way that demonstrates understanding of both explicit content and inferred meanings.<br><br>SWBAT differentiate between what | Reading Mini-lessons:<br>• Central idea(s) in a text<br>• Explicit content vs. inferred meanings in a text<br>• Rhetorical strategies: explicitly stated and implied<br>• How context influences meaning<br><br>Writing Mini-lessons:<br>• Introduction paragraph: introduce chosen topic that captures audience's | LHS ELA Instructional Workshop Model Suggested Activities/ Groups | Literary Devices in Hamlet<br><br>Reading Shakespeare's Language: Hamlet | LHS Suggested Formative Reading Assessments |

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| | | | is explicitly stated and what is implied through rhetorical strategies.<br><br>SWBAT analyze how context influences meaning.<br><br>SWBAT introduce and define a chosen topic clearly.<br><br>SWBAT organize and present complex ideas in a logical sequence. | interest<br>• Body paragraphs: organizing and presenting complex ideas in a logical sequence | | | |
| | 3-4 | L.VL.11–12.3<br><br>RL.CR.11–12.1<br><br>RI.CR.11–12.1<br><br>RL.CI.11–12.2<br><br>RI.CI.1 | SWBAT analyze the ways central ideas evolve and interconnect throughout the text<br><br>SWBAT make relevant | Reading Mini-lessons:<br>• How central ideas evolve and connect in a text<br>• Connect themes/central ideas to broader concepts or themes<br>• How relationships between | LHS ELA Instructional Workshop Model Suggested Activities/ Groups | Reading Shakespeare's Language: Hamlet | LHS Suggested Formative Reading Assessments |

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| | | 1–12.2<br><br>RL.IT.11–12.3<br><br>RI.IT.11–12.3<br><br>W.IW.11–12.2 | connections between the text and broader concepts or themes.<br><br>SWBAT understand the relationship between people, ideas, or events and how they evolve.<br><br>SWBAT track and articulate how the meaning of key words change throughout a text.<br><br>SWBAT identify and evaluate the significance of facts and details related to a chosen topic.<br><br>SWBAT use quotations and examples effectively to engage and inform their audience. | people, ideas, or events evolve<br><br>• How the meaning of key words change throughout a text<br><br>Writing Mini-lessons:<br><br>• Body paragraphs: Significance of facts and details related to a chosen topic<br><br>• Body paragraphs: Use quotations and concrete details to strengthen their arguments or narratives<br><br>• Body paragraphs: relevant facts and details to support topic | | | |

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| | | | SWBAT identify and select relevant facts and details that support their topic. | | | | |
| | | L.VL.11–12.3<br><br>L.VI.11–12.4.<br><br>RL.IT.11–12.3<br><br>RI.IT.11–12.3<br><br>RI.PP.11–12.5<br><br>W.IW.11–12.2 | SWBAT recognize and articulate how an author's decisions shape a text.<br><br>SWBAT evaluate how an author's style and content contribute to their overall argument or perspective.<br><br>SWBAT analyze the subtle differences in meanings of words that have similar definitions.<br><br>SWBAT recognize how altering a word's form can change its meaning or | Reading Mini-lessons:<br>• How an author's decision shape a text<br>• How an author's style and content contribute to overall argument or perspective<br>• Subtle differences in meanings of words with similar definitions<br>• How alternating a word's form can change its meaning or role<br><br>Writing Mini-lessons:<br>• Literary techniques to enhance clarity and engagement in | LHS ELA Instructional Workshop Model Suggested Activities/ Groups | Reading Shakespeare's Language: Hamlet | LHS Suggested Formative Reading Assessments |

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| | | | grammatical role.<br><br>SWBAT include literary techniques to enhance clarity and engagement in their writing.<br><br>SWBAT utilize formatting, graphics, and multimedia to aid in the comprehension and retention of complex ideas. | their writing<br>• Formatting, graphics, and multimedia to aid in comprehension of ideas | | | |
| January | 1-2 | L.VI.11–12.4<br><br>RI.PP.11–12.5<br><br>RI.MF.11–12.6<br><br>W.IW.11–12.2 | SWBAT formulate interpretations and viewpoints based on evidence from various texts.<br><br>SWBAT assess how specific language choices influence the overall meaning and emotional | Reading Mini-lessons:<br>• Author's purpose of a text<br>• Interpreting author's viewpoints<br>• How specific language choices influence meaning and tone<br><br>Writing Mini-lessons: | LHS ELA Instructional Workshop Model Suggested Activities/ Groups | Reading Shakespeare's Language: Hamlet | LHS Suggested Formative Reading Assessments |

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| | | | tone of a piece.<br><br>SWBAT use different types of transitions (e.g., additive, adversative, causal, sequential, and illustrative) in their writing.<br><br>SWBAT organize and present information logically, with each new element contributing to the overall understanding. | • Revision: Adding transitional words and phrases<br>• Revision: Organize and present information logically | | | |
| | | L.VI.11–12.4<br><br>RI.MF.11–12.6<br><br>W.IW.11–12.2 | SWBAT identify and interpret various figures of speech within texts.<br><br>SWBAT analyze and integrate complex information from different sources. | Reading Mini-lessons:<br>• Figures of speech<br>• Integrate complex information from various sources<br>• Discrepancies in information (i.e. debating Hamlet's sanity) | LHS ELA Instructional Workshop Model Suggested Activities/ Groups | Reading Shakespeare's Language: Hamlet | LHS Suggested Formative Reading Assessments |

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| | | | SWBAT recognize and and resolve discrepancies in information.<br><br>SWBAT demonstrate an understanding of how a strong conclusion enhances the overall effectiveness of their essay.<br><br>SWBAT articulate the implications of their argument, explaining why it matters in a broader context. | Writing Mini-lessons:<br>• Elements of a strong conclusions<br>• Why their argument matters | | | |
| | 3-4 | RL.CR.11–12.1<br>RI.CR.11–12.1<br>RL.CI.11–12.2<br>RI.CI.11–12.2<br>W.IW.11– | SWBAT summarize overall messenger meaning of literary text without personal bias.<br><br>SWBAT connect various aspects of the text to text | Reading Mini-lessons:<br>• Summarize overall messenger meaning of literary text without personal bias.<br>• Connect various aspects of the text to text analysis | LHS ELA Instructional Workshop Model Suggested Activities/ Groups | | LHS Suggested Formative Reading Assessments |

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| | | 12.2 | analysis.<br><br>SWBAT write a clear and effective concluding paragraph that reinforces their main argument.<br><br>SWBAT present information and evidence clearly, concisely, and logically, using a structure and style that is appropriate for the task, purpose, and audience. | Writing Mini-lessons:<br>• Composing a conclusion paragraph<br>• Structuring presentations for clarity and impact | | | |
| | | L.VL.11–12.3<br>L.VI.11–12.4<br>RI.CR.11–12.1<br>RI.CI.11–12.2<br>RI.IT.11–12.3<br>RI.TS.11–12.4 | SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment.<br><br>SWBAT reflect on their learning in reading and writing throughout marking | • Reading benchmark MP 2<br>• Writing benchmark MP 2<br>• End of MP reflection<br>• Creating SMART goals | | • End of MP Reflection<br>• Informative Essay Rubric | • LinkIt! Benchmark MP 2<br>• End of MP Reflection |

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| | | RI.PP.11–12.5.<br><br>RI.MF.11–12.6<br><br>RI.AA.11–12.7<br><br>RI.CT.11–12.8<br><br>W.IW.11–12.2 | period 2 by creating SMART goals. | | | | |

## Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit |
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| **Reading**<br><br>1. **Citing Textual Evidence (ELA.RL.CR.11–12.1, ELA.RI.CR.11–12.1):**<br>  ○ Accurately cite strong and thorough textual evidence to support comprehensive analysis of literary and informational texts.<br>  ○ Make relevant connections between the text and broader themes or personal experiences.<br>2. **Theme Analysis (ELA.RL.CI.11–12.2, ELA.RI.CI.11–12.2):**<br>  ○ Determine and analyze two or more themes in a literary text and central ideas in an informational text.<br>  ○ Examine how these themes or ideas are developed and refined over the course of the text.<br>3. **Author's Choices and Literary Techniques (ELA.RL.IT.11–12.3, ELA.RI.IT.11–12.3):**<br>  ○ Analyze the impact of the author's choices on the development of ideas and elements in the text.<br>  ○ Explore how specific elements such as | • **Reading**<br><br>1. **Citing Textual Evidence:**<br>  ▪ Developed the ability to accurately cite textual evidence to support analysis and interpretations of texts.<br>  ▪ Made relevant connections between textual evidence and broader themes or personal experiences.<br>2. **Theme Analysis:**<br>  ▪ Identified and analyzed central themes and ideas within a variety of texts.<br>  ▪ Examined how themes and ideas are developed and refined over the course of a text.<br>3. **Literary Techniques:**<br>  ▪ Analyzed the impact of the author's choices in developing ideas, characters, and plot elements.<br>  ▪ Explored how elements such |

setting, character development, and sequence of events contribute to the text's meaning.

4. **Contextual Understanding (ELA.RL.CT.11–12.8):**
    - Reflect on documents of historical and literary significance to understand their themes, purposes, and rhetorical features.

**Writing**

1. **Informative/Explanatory Writing (ELA.W.IW.11–12.2):**
    - Write informative/explanatory texts that examine and convey complex ideas clearly and accurately.
    - Use effective selection, organization, and analysis of content to support the writing purpose.
2. **Writing Process (ELA.W.WP.11–12.4):**
    - Develop and strengthen writing through planning, revising, editing, rewriting, and trying new approaches.
    - Sustain effort to complete complex writing tasks, track and reflect on personal writing progress, and consult style manuals like MLA or APA.
3. **Routine Writing (ELA.W.RW.11–12.7):**
    - Write routinely over extended and shorter time frames for a range of tasks and purposes, including research, reflection, and revision.

**Speaking**

1. **Collaborative Discussions (ELA.SL.PE.11–12.1):**
    - Initiate and participate effectively in collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.
    - Engage in one-on-one, group, and teacher-led discussions on various topics and texts.
2. **Presenting Information (ELA.SL.PI.11–12.4):**
    - Present information, findings, and supporting evidence clearly, concisely, and logically.

as setting, character development, and sequence of events contribute to a text's meaning.

4. **Contextual Understanding:**
    - Reflected on historical and cultural contexts to understand the themes, purposes, and rhetorical features of significant texts.
5. **Figurative Language and Vocabulary:**
    - Gained proficiency in identifying and interpreting figurative language, word relationships, and nuances in word meanings.
    - Applied knowledge of language to understand how it functions in different contexts.

**Writing**

1. **Informative/Expository Writing:**
    - Learned to write informative and expository texts that examine and convey complex ideas clearly and accurately.
    - Practiced organizing information logically and using effective evidence and analysis to support main points.
2. **Writing Process:**
    - Strengthened writing through the processes of planning, revising, editing, and rewriting.
    - Sustained effort to complete complex writing tasks and reflected on personal writing progress.
3. **Routine Writing:**
    - Engaged in routine writing practices over extended and shorter time frames for a variety of tasks and purposes, including reflection and revision.

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| ○ Ensure the content, organization, development, and style are appropriate to the task, purpose, and audience.<br>3. **Adapting Speech (ELA.SL.AS.11–12.6):**<br>○ Adapt speech to various contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | **Speaking**<br>1. **Collaborative Discussions:**<br>▪ Participated effectively in collaborative discussions, building on others' ideas and expressing their own clearly and persuasively.<br>▪ Engaged in discussions on a range of topics and texts in various formats, including one-on-one, group, and teacher-led settings.<br>2. **Presenting Information:**<br>▪ Presented information and findings clearly and logically, with appropriate content and organization.<br>▪ Ensured that presentations were well-developed and suited to the task, purpose, and audience.<br>3. **Adapting Speech:**<br>▪ Adapted speech for various contexts and tasks, demonstrating a command of formal English when appropriate. |

## Career Readiness, Life Literacies, and Key 21st Century Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

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| 9.2.12.CAP.5 | Assess and modify a personal plan to support current interests and post-secondary plans. |
| 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. |
| 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, |

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| | 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".

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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.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.Re7 | Perceiving and analyzing products. |
| 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.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.Cn | Connecting |
| 1.4.12adv.Cn10a | Collaborate on devised or scripted theatre work that examines a critical global issue using multiple personal, community and cultural perspectives. |
| HS-PS2 | Motion and Stability: Forces and Interactions |
| HS-PS2-2 | Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system. |
| HS-LS2 | Ecosystems: Interactions, Energy, and Dynamics |
| 6.2.12.HistoryCC.2.b | Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations). |
| 6.2.12.HistoryCC.2.c | Assess the impact of the printing press and other technologies developed on the dissemination of ideas. |
| 6.2.12.HistoryUP.2.a | Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. |
| HS-LS2-3 | Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions. |
| HS-LS2-6 | Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems |

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| | maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. |
| HS-LS2-7 | Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. |
| HS-LS2-8 | Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce. |
| HS-LS3 | Heredity: Inheritance and Variation of Traits |
| HS-LS3-1 | Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring. |
| 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-LS4-1 | Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. |
| 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. |