Unit	Essential Questions	Enduring Understandings	NJSLSA Anchor Standards	Progress Indicators	Learning Targets	Common Assessments (Formative & Summative)	Interdisciplinary Connections	21st Century Connections
MP1	What do good	Effective readers	NJSLSA.R1. Read	Reading	SWBAT:	Formative	6.1.12.A.1.b	CRP4.
	readers do?	use a variety of	closely to	RL.9-10.1. Cite	Select strong	-Large class and	Analyze how	Communicate
Units		strategies to make	determine what the	strong and	textual evidence to	small group	gender, property	clearly and
1&2		sense of key ideas	text says explicitly	thorough textual	support analyses of	discussion	ownership,	effectively and
-Puritan		and details	and to make logical	evidence and	text and make	- Close readings of	religion, and legal	with reason.
ism 2		presented in a text.	inferences and	make relevant	inference about	text and	status affected	annu II
Weeks			relevant	connections to	text in both oral	note-taking	political rights	CRP11. Use
-Roman	TT 1 1 1	D 1 1	connections from	support analysis of	and written	- Comprehension		technology to
ticism 8	How do authors'	Readers analyze	it; cite specific	what the text says	responses.	and Analysis	6.2.12.B.2.a Relate	enhance
weeks	choices affect the	texts based on the	textual evidence	explicitly as well	T and a	questions	the division of	productivity.
	reader?	clues given by an	when writing or	as inferentially,	Locate the theme	- Short writes/	European regions	0.2.12 ED 5
		author through	speaking to support	including	and follow its	responses	during this time	9.3.12.ED.5
		style, word choice,	conclusions drawn	determining where	development	- Group work	period into those	Demonstrate group
		and text	from the text.	the text leaves	throughout the	- Informal	that remained	collaboration skills to enhance
		development.	NJSLSA.R2.	matters uncertain. RL.9-10.2.	text.	Presentations	Catholic and those	professional
			Determine central	Determine a	Analyze		that became	education and
	How do authors'	Persuasive appeals	ideas or themes of a	theme or central	characterization	Summative	Protestant to the	training practice.
	use of persuasive	and rhetorical	text and analyze	idea of a text	and the growth of	Summer Reading	practice of religion	training practice.
	appeals and	devices enhance	their development;	and analyze in	characters in	Tests	in the New World.	9.3.12.ED.11
	rhetorical devices	the author's	summarize the key	detail its	relation to other	Quizzes		Demonstrate group
	strengthen their	message and	supporting details	development	characters, plot and	Graded discussions	6.1.12.D.12.b	management skills
	position?	ensure the	and ideas.	over the course	theme.	Presentations	Analyze efforts to	that enhance
	position:	argument reaches	una racas.	of the text,	theme.	Literary Analysis	eliminate	professional
		the intended	NJSLSA.R3.	including how it	Read complex	Essay	communism, such	education and
		audience.	Analyze how and	emerges and is	grade level texts.	Listay	as McCarthyism,	training practice.
		dudience.	why individuals,	shaped and	grade level texts.		and their impact on	training practice.
			events, and ideas	refined by	Analyze how a text	Common	individual civil	
		Varying sentence	develop and	specific details	unfolds and	Assessments	liberties.	
		structure and	interact over the	and provide an	determine the	CA 1 Summer		
		applying consistent	course of a text.	objective	impact that the	Reading Analysis		
		punctuation rules		J	order,	Essay		

	should be utilized	NJSLSA.R4.	summary of the	development,		
	to strengthen	Interpret words and	text.	and/or connections	CA 2:	
	writing as	phrases as they are	text.	between points	Close-reading/	
	necessary.	used in a text,	RL.9-10.3.	have on the reader.	Annotation:	
What elements can	necessary.	including	Analyze how	nave on the reader.	Romantic	
I include to create	Effective	determining	complex	Recognize and	Literature	
strongly	communicators	technical,	characters (e.g.,	differentiate	Literature	
constructed	speak clearly,	connotative, and	those with	among denotative,		
sentences?	listen to the ideas	figurative	multiple or	connotative and		
schichees:	of others and solve	meanings, and	conflicting	figurative		
	problems through	analyze how	motivations)	meanings.		
	open collaboration.	specific word	develop over the	meanings.		
	open condociation.	choices shape	course of a text,	Analyze an		
		meaning or tone.	interact with	author's choice of		
		meaning or tone.	other characters,	words and		
		NJSLSA.R5.	and advance the	determine how		
How do I		Analyze the	plot or develop	diction affects		
effectively		structure of texts,	the theme.	tone, mood and		
communicate with		including how	RL.9-10.6.	theme.		
others?		specific sentences,	Analyze a			
		paragraphs, and	particular point	Analyze and		
		larger portions of	of view or	explain how the		
		the text (e.g., a	cultural	role of particular		
		section, chapter,	experience	sentences,		
		scene, or stanza)	reflected in a	paragraphs, or		
		relate to each other	work of	larger portions of a		
		and the whole.	literature from	text helps to		
			outside the	develop and refine		
		NJSLSA.R6.	United States,	the author's ideas		
		Assess how point	drawing on a	or claims.		
		of view or purpose	wide reading of			
		shapes the content	world literature.			
		and style of a text.	RL.9-10.10. By	Examine historical		
			the end of grade	documents and		
		NJSLSA.R10.	10, read and	assess major and		
		Read and	comprehend	related themes and		
		comprehend	literature,	concepts.		
			merature,			

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		complex literary	including stories,			
		and informational	dramas, and	Write regularly		
		texts independently	poems, at grade	with clear purpose,		
		and proficiently	level or above.	adhering		
		with scaffolding as		to task		
		needed.	RI.9-10.3.	requirements and		
			Analyze how	considering		
		NJSLSA.R9.	the author	audience.		
		Analyze and reflect	unfolds an			
		on how two or	analysis or	Work		
		more texts address	series of ideas	collaboratively in		
		similar themes or	or events,	groups by dividing		
		topics in order to	including the	work, making		
		build knowledge or	order in which	decisions fairly,		
		to compare the	the points are	and considering		
		approaches the	made, how they	various		
		authors take.	are introduced	viewpoints.		
			and developed,			
			and the	Speak clearly and		
		NJSLSA.W3. Write	connections that	formally adhering		
		narratives to	are drawn	to the assigned		
		develop real or	between them.	task and purpose		
		imagined	DIO 10 4	for speaking.		
		experiences or	RI.9-10.4.			
		events using	Determine the	Apply grammar		
		effective technique,	meaning of	rules to spoken and		
		well-chosen details,	words and	written work by		
		and well-structured	phrases as they	using varied		
		event sequences.	are used in a	phrases, proper		
		•	text, including	punctuation, and		
			figurative,	accurate spelling.		
		NJSLSA.W7.	connotative, and	1 0		
		Conduct short as	technical	Vary word choice		
		well as more	meanings;	and sentence		
		sustained research	analyze the	structure when		
		projects, utilizing	cumulative	writing and		
		an inquiry-based	impact of	speaking.		
		an inquiry outed	specific word	skamme.		

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research process,	choices on	TT 1		
based on focused	meaning and	Use context clues		
questions,	tone (e.g., how	to determine the		
demonstrating	the language of	meanings of words		
understanding of	a court opinion	and recognize		
the subject under	differs from that	multiple meanings.		
investigation.	of a newspaper).			
NJSLSA.W10. 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.	RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a			
NICLOA CLI	section or chapter).			
NJSLSA.SL1. Prepare for and	r · · · /·			
participate	RI.9-10.6.			
effectively in a	Determine an			
range of	author's point of			
conversations and	view or purpose in			
collaborations with	a text and analyze			
diverse partners,	how an author			
building on others'	uses rhetorical			
ideas and	devices to advance			
expressing their	that point of view			
own clearly and	or purpose.			
persuasively.	or purpose.			
	RI.9-10.9.			
NJSLSA.SL6.	Analyze and			
Adapt speech to a variety of contexts	reflect on (e.g.			

and communicative	practical		
tasks,	knowledge,		
demonstrating	historical/cultural		
command of formal	context, and		
English when	background		
indicated or	knowledge)		
appropriate.	documents of		
aff. sp.	historical and		
NJSLSA.L1-	literary		
Demonstrate	significance, (e.g.,		
command of the	Washington's		
conventions of	Farewell Address		
standard English	the Gettysburg		
grammar and usage	Address,		
when writing or	Roosevelt's Four		
speaking.	Freedoms speech,		
speaking.	King's "Letter		
NJSLSA.L2-			
Demonstrate	from Birmingham		
command of the	Jail", Declaration		
conventions of	of the Rights of		
standard English	Man and Citizen,		
	U.N. Universal		
capitalization,	Declaration of		
punctuation, and	Human Rights,		
spelling when	etc.), including		
writing.	how they relate in		
	terms of themes		
NJSLSA.L3- Apply	and significant		
knowledge of	concepts.		
language to			
understand how	Writing		
language functions	A. Engage and		
in different	orient the reader		
contexts, to make	by setting out a		
effective choices	problem,		
for meaning or	situation, or		
style, and to	observation,		
comprehend more	<u> </u>		

	C-1111'	4-1-1:-1-:		
	fully when reading	establishing one		
	or listening.	or multiple		
		point(s) of view,		
	NJSLSA.L4-	and introducing		
	Determine or	a narrator and/or		
	clarify the meaning	characters;		
	of unknown and	create a smooth		
	multiple-meaning	progression of		
	words and phrases	experiences or		
	by using context	events.		
	clues, analyzing	B. Use narrative		
	meaningful word	techniques, such		
	parts, and	as dialogue,		
	consulting general	pacing,		
	and specialized	description,		
	reference materials,	reflection, and		
	as appropriate.	multiple plot		
		lines, to develop		
		experiences,		
		events, and/or		
		characters.		
		C. Use a variety		
		of techniques to		
		sequence events		
		so that they		
		build on one		
		another to create		
		a coherent		
		whole.		
		D. Use precise		
		words and		
		phrases, telling		
		details, and		
		sensory		
		language to		
		convey a vivid		
		picture of the		
		picture of the		

	1	1	T	1		
			experiences,			
			events, setting,			
			and/or			
			characters.			
			E. Provide a			
			conclusion that			
			follows from			
			and reflects on			
			what is			
			experienced,			
			observed, or			
			resolved over			
			the course of the			
			narrative.			
			W.9-10.7.			
			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.9-10.10.
	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.
	Speaking and
	Listening
	Standards
	SL.9-10.1.A.
	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

		T		
		individual roles as		
		needed.		
		SL.9-10.6. Adapt		
		speech to a variety		
		of contexts and		
		tasks,		
		demonstrating		
		command of		
		formal English.		
		Tormar English.		
		Language		
		Language		
		Standards		
		L1.9-10.1		
		Demonstrate		
		command of the		
		conventions of		
		standard English		
		grammar and		
		usage when		
		writing or		
		speaking.		
		B. Use various		
		types of phrases		
		(noun, verb,		
		adjectival,		
		adverbial,		
		participial,		
		prepositional,		
		absolute) and		
		variety and		
		interest to writing		
		interest to writing or presentations.		
		L.9-10.2-		
		Demonstrate		
		command of the		
		conventions of		

	I			1
		standard English		
		capitalization,		
		punctuation, and		
		spelling when		
		writing.		
		C. Spell correctly		
		L.9-10.3- Apply		
		knowledge of		
		language to make		
		effective choices		
		for meaning, or		
		style, and to		
		comprehend more		
		fully when		
		reading, writing,		
		anastrina or		
		speaking or		
		listening.		
		A. Vary word		
		choice and		
		sentence structure		
		to demonstrate an		
		understanding of		
		the influence of		
		language.		
		L.9-10.4-Determin		
		e or clarify the		
		meaning of		
		unknown and		
		multiple-meaning		
		words and phrases		
		based on grades		
		9-10 reading and		
		content, choosing		
		flexibly from a		
		range of		
		strategies.		
		5114105105.		

				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.				
Unit	Essential Questions	Enduring Understandings	NJSLSA Anchor Standards	Progress Indicators	Learning Targets	Common Assessments (Formative & Summative)	Interdisciplinary Connections	21st Century Connections
MP II Units 3&4 (9 weeks) Transce ndentali sm Realism	What techniques do authors use to convey meaning? What are effective strategies for reading and understanding literature? What is my purpose for writing and how do I develop it? How do I choose the best evidence from a text to gunnert my	Authors use a variety of techniques including figurative language, diction, and style to create meaning and establish tone and mood in their works. Readers explore how the author's use of plot devices and the effect on the story as a whole.	NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. NJSLSA.R4. Interpret words and	Reading RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.	Locate the theme and follow its development throughout the text. Analyze characterization and the growth of characters in relation to other characters, plot and theme. Identify and analyze the author's use of figurative language and diction and	Formative Large class and small group discussion Close readings of text and note-taking Comprehension and Analysis questions Short writes/responses Group work Informal Presentations Writing Process checks (thesis, outline, rough	6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art. 6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.	CRP4. Communicate clearly and effectively and with reason. 9.3.12.ED.1 Apply communication skills with students, parents, and other groups to enhance learning and a commitment to learning.
	support my position? What do good speakers do?	Writing should be purposefully focused, detailed, organized, and	Interpret words and phrases as they are used in a text, including determining	RL.9-10.3. Analyze how complex characters (e.g., those with	and diction and how it affects tone, mood and theme. Evaluate the	drafts) Summative Socratic Seminars Literary Analysis Texts projects	8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or	

How do speakers	sequenced in a way that clearly	technical, connotative, and	multiple or conflicting	author's use of plot devices and the	Annotations Quizzes	professional audience and	
effectively lead	communicates the	figurative	motivations)	effect on the story	Poetry analysis	present it to peers	
discussion?	ideas and claims to	meanings, and	develop over the	as a whole.	essay	and/or	
	the reader.	analyze how	course of a text,			professionals in	
How does the		specific word	interact with	Compare and	Common	that related area for	
author's use of	Textual evidence	choices shape	other characters,	contrast authors'	Assessments	review.	
figurative	should support the	meaning or tone.	and advance the	choices in multiple	CA 3: Close		
languages and	claim and make a		plot or develop	works.	reading and		
nuances in word	connection to the	NJSLSA.R5.	the theme.	T in the state of	multiple choice		
meaning affect the	thesis.	Analyze the	RL.9-10.4.	Locate the theme	questions:		
reader's	ECC4:1	structure of texts,	Determine the	and follow its	Romantic Poetry and Fiction		
understanding?	Effective speakers use eye contact,	including how specific sentences,	meaning of words	development throughout the	CA 4:		
	body language,	paragraphs, and	and phrases as	text.	Transcendentalism		
	fluency, and	larger portions of	they are used in	text.	Assessment		
	projection to	the text (e.g., a	the text, including	Analyze	Assessment		
	communicate their	section, chapter,	figurative and	characterization			
	ideas.	scene, or stanza)	connotative	and the growth			
	Tuodo.	relate to each other	meanings; analyze	of characters in			
	Effective	and the whole.	the cumulative	relation to other			
	discussion leaders		impact of specific	characters, plot			
	come to class	NJSLSA.R7.	word choices on	and theme.			
	prepared and	Integrate and	meaning and tone				
	challenge peers by	evaluate content	(e.g., how the	A 1 41			
	thoughtfully	presented in diverse	language evokes a	Analyze the			
	posing questions,	media and formats,	sense of time and	similarities and differences			
	reconciling diverse	including visually	place; how it sets a formal or	between written,			
	perspectives, and	and quantitatively,	informal tone).	visual and media			
	clarifying findings.	as well as in words.	iniorinar whe).	representations of			
			RL.9-10.5.	the unit works.			
	Authors use	NJSLSA.R9.	Analyze how an	and anne works.			
	figures of speech	Analyze and reflect	author's choices	Locate and analyze			
	and nuanced	on how two or	concerning how to	allusions to the			
	meanings of words	more texts address	structure a text,	bible and			
	to advance tone, mood and theme.	similar themes or	order events	mythology.			
	mood and theme.	topics in order to	within it (e.g.,				

l t	build knowledge or	parallel plots), and	Select appropriate		
t	to compare the	manipulate time	details and		
	approaches the	(e.g., pacing,	evidence from		
8	authors take.	flashbacks) create	literature to		
		specific effects	develop the topic		
1	NJSLSA.W2. Write	(e.g. mystery,	of the essay.		
i	informative/explan	tension, or			
	atory texts to	surprise).	Lead effective		
E	examine and		class discussion by		
	convey complex	RL.9-10.7.	posing questions,		
	ideas and	Analyze the	reconciling diverse		
i	information clearly	representation of a	perspectives, and		
	and accurately	subject or a key	clarifying findings.		
	through the	scene in two			
	effective selection,	different artistic	Apply grammar		
	organization, and	mediums,	rules and use		
[ε	analysis of content.	including what is	accurate		
		emphasized or	vocabulary when		
	NJSLSA.W4.	absent in each	writing and		
	Produce clear and	work (e.g.,	speaking.		
	coherent writing in	Auden's "Musée			
	which the	des Beaux Arts"			
	development,	and Breughel's			
	organization, and	Landscape with			
	style are	the Fall of Icarus).			
	appropriate to task,				
	purpose, and	RL.9-10.9.			
[ε	audience.	Analyze and			
		reflect on (e.g.			
	NJSLSA.W9. Draw	practical			
	evidence from	knowledge,			
	literary or	historical/cultural			
	informational texts	context, and			
	to support analysis,	background			
	reflection, and	knowledge) how			
r	research.	an author draws			
		on and transforms			

	NJSLSA.SL1.	source material in		
	Prepare for and	a specific work		
	participate	(e.g., how		
	effectively in a	Shakespeare treats		
	range of	a theme or topic		
	conversations and	from mythology		
	collaborations with	or the Bible or		
	diverse partners,	how a later author		
	building on others'	draws on a play by		
	ideas and	Shakespeare).		
	expressing their			
	own clearly and	Writing		
	persuasively.	W.9-10.2. Write		
		informative/expla		
		natory texts to		
	NJSLSA.SL3.	examine and		
	Evaluate a	convey complex		
	speaker's point of	ideas, concepts,		
	view, reasoning,	and information		
	and use of evidence	clearly and		
	and rhetoric.	accurately through		
		the effective		
	NJSLSA.L1-	selection,		
	Demonstrate	organization, and		
	command of the	analysis of		
	conventions of	content.		
	standard English	A.Introduce a		
	grammar and usage	topic; organize		
	when writing or	complex ideas,		
	speaking.	concepts, and		
		information to		
	NJSLSA.L2-	make important		
	Demonstrate	connections and		
	command of the	distinctions;		
	conventions of	include formatting		
	standard English	(e.g., headings),		
	capitalization,	graphics (e.g.,		

punctuation, and	figures, tables),	
spelling when	and multimedia	
writing.	when useful to	
	aiding	
	comprehension.	
NJSLSA.L3- Apply	B.Develop the	
knowledge of	topic with	
language to	well-chosen,	
understand how	relevant, and	
language functions	sufficient facts,	
in different	extended	
contexts, to make	definitions,	
effective choices	concrete details,	
for meaning or	quotations, or	
style, and to	other information	
comprehend more	and examples	
fully when reading	appropriate to the	
or listening.	audience's	
<i>S.</i>	knowledge of the	
NJSLSA.L4-	topic.	
Determine or	C.Use appropriate	
clarify the meaning	and varied	
of unknown and	transitions to link	
multiple-meaning	the major sections	
words and phrases	of the text, create	
by using context	cohesion, and	
clues, analyzing	clarify the	
meaningful word	relationships	
parts, and	among complex	
consulting general	ideas and	
and specialized	concepts.	
reference materials,	D. Use precise	
as appropriate.	language and	
11 1	domain-specific	
NJSLSA.L5-	vocabulary to	
Demonstrate	manage the	
understanding of	complexity of the	

	1				,
		word relationships	topic.		
		and nuances in	E. Establish and		
		word meanings.	maintain a style		
		· ·	and tone		
		NJSLSA.L6-	appropriate to the		
		Acquire and use	audience and		
		accurately a range	purpose (e.g.		
		of general	formal and		
		academic and	objective for		
		domain-specific	academic writing)		
		words and phrases	while attending to		
		sufficient for	the norms and		
		reading, writing,	conventions of the		
		speaking, and	discipline in		
		listening at the	which they are		
		college and career	writing.		
		readiness level;	F. Provide a		
		demonstrate	concluding		
		independence in	paragraph or		
		gathering	section that		
		vocabulary	supports the		
		knowledge when	information or		
		encountering an	explanation		
		unknown term	presented (e.g.,		
		important to	articulating		
		comprehension or	implications or the		
		expression.	significance of the		
		expression.	topic).		
			topic).		
			W.9-10.4. Produce		
			clear and coherent		
			writing in which		
			the development,		
			organization, and		
			style are		
			appropriate to		
			task, purpose, and		
			iask, purpost, and		

audience.
(Grade-specific
expectations for
writing types are
defined in
standards 1–3
above.)
W.9-10.6. Use
technology,
including the
Internet, to
produce, share,
and update
individual or
shared writing
products, taking
advantage of
technology's
capacity to link to
other information
and to display
information
flexibly and
dynamically.
W.9-10.9. Draw
evidence from
nonfiction
reflection, and
9–10 Reading
standards to
W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. B. Apply grades

nonfiction
informational e.g.,
"Delineate and
evaluate the
argument and
specific claims in
a text, assessing
whether the
reasoning is valid
and the evidence
is relevant and
sufficient; identify
false statements
and fallacious
reasoning").
Speaking and
Listening
Standards
NJSL.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

	1	1	1		
			persuasively.		
			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.		
			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.		
			D.		
			Respond		
1		1			i .

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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.9-10.3.
Evaluate a
speaker's point of
view, reasoning,
and use of
evidence and
rhetoric,
identifying any
false reasoning or
distorted evidence.
Language
Standards
L1.9-10.1
Demonstrate
command of the
conventions of
standard English
grammar and
usage when
writing or
speaking.
B. Use various

types of phrases
(noun, verb,
adjectival,
adverbial,
participial,
prepositional,
absolute) and
variety and
interest to writing
or presentations.
L.9-10.2-
Demonstrate
command of the
conventions of
standard English
capitalization,
punctuation, and
spelling when
writing.
B. Use a colon
to introduce a list
or quotation.
C. Spell
correctly
L.9-10.3- Apply
knowledge of
language to make
effective choices
for meaning, or
style, and to
comprehend more
fully when
reading, writing,
speaking or
listening.
A. Vary word
A. valy word

			choice and			
			sentence structure			
			to demonstrate an			
			understanding of			
			the influence of			
			language.			
			L.9-10.4-Determin			
			e or clarify the			
			meaning of			
			unknown and			
			multiple-meaning			
			words and phrases			
			based on grades			
			9-10 reading and			
			content, choosing			
			flexibly from a			
			range of			
			strategies.			
			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.9-10.5-			
			Demonstrate			
			understanding of			
			figurative			
			language, word			
			relationships, and			
			nuances in word			
			meanings.			
	l .	l .	J	l .		

				B. Analyze nuances in the meaning of words with similar denotations. L.9-10.6- 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression				
Unit	Essential Questions	Enduring Understandings	NJSLSA Anchor Standards	Progress Indicators	Learning Targets	Common Assessments (Formative & Summative)	Interdisciplinary Connections	21st Century Connections
MP III: Units 5&6 (11	What do good readers do? How I analyze	Effective readers use a variety of strategies to make sense of key ideas and details	NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical	Reading RI.9-10.1. Accurately cite strong and thorough textual	SWBAT: Locate and interpret themes and claims in literary	Formative Large class and small group discussion Close readings of	6.1.12.D.3.e Determine the impact of religious and social movements on the	CRP2. Apply appropriate academic and technical skills. CRP5. Consider
weeks)	literary nonfiction for main ideas and	presented in a text.	inferences and relevant	evidence, (e.g., via discussion, written	non-fiction.	text and note-taking	development of American culture,	the environmental, social and

-Researc	evidence?	Readers analyze	connections from	response, etc.) and	Analyze literary	Comprehension	literature, and art.	economic impacts
h Paper		texts based on the	it; cite specific	make relevant	non-fiction for the	and Analysis		of decisions.
-Natural	How I introduce	clues given by an	textual evidence	connections, to	author's style and	questions	6.1.12.D.4.d	CRP7. Employ
ism	and support	author through	when writing or	support analysis of	choices in text	Short writes/	Relate conflicting	valid and reliable
	arguments in a	style, word choice,	speaking to support	what the text says	structures, diction,	responses	political,	research strategies.
	well-developed	rhetorical and	conclusions drawn	explicitly as well	evidence, and	Group work	economic, social,	
	essay?	literary devices,	from the text.	as inferentially,	literary and/or	Informal	and sectional	9.3.12.ED.3 Use
		text development		including	rhetorical devices.	Presentations	perspectives on	critical thinking to
	Why conduct	and quality of	NJSLSA.R2.	determining where		Research checks	reconstruction to	process
	research?	evidence	Determine central	the text leaves	Evaluate writing as	Writing Process	the resistance of	educational
		presented.	ideas or themes of a	matters uncertain.	a product of a	checks (thesis,	some Southern	communications,
	How do the		text and analyze		historical period	outline, rough	individuals and	perspective,
	stylistic choices of	Quality writing	their development;	RI.9-10.2.	and a criticism of	drafts)	states.	policies, and/or
	good speakers	clearly introduces	summarize the key	Determine a	that period's			procedures.
	affect the reception	and organizes	supporting details	central idea of a	political system	Summative	6.1.12.A.5.b	
	of the speech or	claims and	and ideas.	text and analyze	and societal norms	Casual Research	Analyze the	9.3.12.ED.6
	presentation?	evidence in a way		how it is	(of gender and	Essays	effectiveness of	Analyze ethical
		that is easy for the	NJSLSA.R7.	developed and	race) while	Text Projects	governmental	and legal policies
	How can the use of	reader to	Integrate and	refined by specific	connecting	Quizzes	policies and of	of professional
	technology	understand.	evaluate content	details; provide an	findings to modern	Annotations	actions by groups	education and
	enhance		presented in diverse	objective	issues.		and individuals to	training practice.
	productivity when	Good writers	media and formats,	summary of the		Common	address	
	working in teams	integrate and cite	including visually	text.	Write a causal	Assessments	discrimination	
	and enhance	credible and	and quantitatively,		research paper	CA 5: Realism	against new	
	presentations?	accurate sources to	as well as in words.	RI.9-10.7.	with a clearly	essay (part of	immigrants, Native	
		strengthen the		Analyze various	developed claim	midterm)	Americans, and	
		validity of the	NJSLSA.R8.	perspectives as	and accurately		African	
		claims presented.	Delineate and	presented in	cited sources.	CA 6: Naturalism	Americans.	
			evaluate the	different mediums		annotations		
		Good speakers	argument and	(e.g., a person's	Compose		8.1.12.A.2 Produce	
		utilize proper	specific claims in a	life story in both	argumentative		and edit a	
		grammar and	text, including the	print and	essays with clearly		multi-page digital	
		conventions, while	validity of the	multimedia),	developed claims,		document for a	
		selecting diction	reasoning as well as	determining which	organization and		commercial or	
		and language	the relevance and	details are	evidence.		professional	
		well-suited to the	sufficiency of the	emphasized in			audience and	
		task at hand.	evidence.	each account.	Apply grammar		present it to peers	

			rules to spoken and	and/or	
Good	NJSLSA.R10.	RI.9-10.8.		professionals in	
			written work by		
communicat		Describe and	using varied	that related area for	
utilize techn		evaluate the	phrases, proper	review.	
to divide lab	1	argument and	punctuation, and	0.1.10.0.1	
increasing	and informational	specific claims in	accurate spelling.	8.1.12.D.1	
productivity		a text, assessing		Demonstrate	
to captivate		whether the	Vary word choice	appropriate	
audience,	with scaffolding as	reasoning is valid	and sentence	application of	
strengthenin	g needed.	and the evidence	structure when	copyright, fair use	
delivery.		is relevant and	writing and	and/or Creative	
	NJSLSA.W1. Write	sufficient; identify	speaking.	Commons to an	
	arguments to	false statements		original work.	
	support claims in	and reasoning.	Work with peers to		
	an analysis of		design and/or		
	substantive topics	RI.9-10.10. By the	present projects		
	or texts, using valid	end of grade 10,	and presentations.		
	reasoning and	read and			
	relevant and	comprehend			
	sufficient evidence.	literary nonfiction			
		at grade level			
	NJSLSA.W4.	text-complexity or			
	Produce clear and	above.			
	coherent writing in				
	which the	Writing			
	development,	W.9-10.1. Write			
	organization, and	arguments to			
	style are	support claims in			
	appropriate to task,	an analysis of			
	purpose, and	substantive topics			
	audience.	or texts, using			
		valid reasoning			
	NJSLSA.W5.	and relevant and			
	Develop and	sufficient			
	strengthen writing	evidence.			
	as needed by				
	i as needed by	A. Introduce			l l

editing, rewriting,	distinguish the	
or trying a new	claim(s) from	
approach.	alternate or	
	opposing claims,	
NJSLSA.W6. Use	and create an	
technology,	organization that	
including the	establishes clear	
Internet, to produce	relationships	
and publish writing	among claim(s),	
and to interact and	counterclaims,	
collaborate with	reasons, and	
others.	evidence.	
	B. Develop	
NJSLSA.W7.	claim(s) and	
Conduct short as	counterclaims	
well as more	avoiding common	
sustained research	logical fallacies,	
projects, utilizing	propaganda	
an inquiry-based	devices, and using	
research process,	sound reasoning,	
based on focused	supplying	
questions,	evidence for each	
demonstrating	while pointing out	
understanding of	the strengths and	
the subject under	limitations of both	
investigation.	in a manner that	
	anticipates the	
NJSLSA.W8.	audience's	
Gather relevant	knowledge level	
information from	and concerns.	
multiple print and	C. Use transitions	
digital sources,	(e.g. words,	
assess the	phrases, clauses)	
credibility and	to link the major	
accuracy of each	sections of the	
source, and	text, create	
integrate the	cohesion, and	

1	4 10 4		
information while	clarify the		
avoiding	relationships		
plagiarism.	between claim(s)		
	and reasons,		
NJSLSA.W9. Draw	between reasons		
evidence from	and evidence, and		
literary or	between claim(s)		
informational texts	and counterclaims.		
to support analysis,	D. Establish and		
reflection, and	maintain a style		
research.	and tone		
	appropriate to the		
NJSLSA.L1-	audience and		
Demonstrate	purpose (e.g.		
command of the	formal and		
conventions of	objective for		
standard English	academic writing)		
grammar and usage	while attending to		
when writing or	the norms and		
speaking.	conventions of the		
	discipline in		
NJSLSA.L2-	which they are		
Demonstrate	writing.		
command of the	E. Provide a		
conventions of	concluding		
standard English	paragraph or		
capitalization,	section that		
punctuation, and	supports the		
spelling when	argument		
writing.	presented.		
NJSLSA.L3- Apply	W.9-10.4. Produce		
knowledge of	clear and coherent		
language to	writing in which		
understand how	the development,		
language functions	organization, and		
in different	style are		

contexts, to make	propriate to	
effective choices	k, purpose, and	
for meaning or	dience.	
style, and to	rade-specific	
comprehend more	pectations for	
fully when reading	iting types are	
or listening.	fined in	
or natening.	ndards 1–3	
	ove.)	
	ove.)	
	.9-10.5.	
	evelop and	
	engthen writing	
	needed by	
	anning, revising,	
	iting, rewriting,	
	ring a new	
	proach, or	
	nsulting a style	
	anual (such as	
	LA or APA	
	yle), focusing	
	addressing	
	nat is most	
	gnificant for a	
	ecific purpose	
	d audience.	
	d addictice.	
	.9-10.6. Use	
	chnology,	
	cluding the	
	ernet, to	
	oduce, share,	
	d update	
	lividual or	
	ared writing	
	oducts, taking	

1	7	1	T		
			advantage of		
			technology's		
			capacity to link to		
			other information		
			and to display		
			information		
			flexibly and		
			dynamically.		
			W.9-10.7.		
			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.		
			in vestigation.		
			W.9-10.8. Gather		
			relevant		
			information from		
			multiple		
			authoritative print		
			and digital		
			sources, using		
			sources, using		

	dvanced searches
ef	ffectively; assess
the state of the s	ne usefulness of
ea	ach source in
an	nswering the
re	esearch question;
	ntegrate
in	nformation into
th	ne text selectively
to	o maintain the
flo	low of ideas,
av	voiding
	lagiarism and
fo	ollowing a
sta	tandard format
fo	or citation (MLA
or	r APA Style
	Manuals).
W	V.9-10.9. Draw
ev	vidence from
lit	terary or
nc	onfiction
in	nformational
te:	exts to support
an	nalysis,
re	eflection, and
re	esearch.
L:	anguage
St	tandards
	.1.9-10.1
	Demonstrate
	ommand of the
	onventions of
	tandard English rammar and

usage when writing or speaking. Use parallel structure. L.9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Spell correctly L.9-10.3- Apply knowledge of language to make effective choices
speaking. Use parallel structure. L.9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Spell correctly L.9-10.3- Apply knowledge of language to make
speaking. Use parallel structure. L.9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Spell correctly L.9-10.3- Apply knowledge of language to make
Use parallel structure. L.9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Spell correctly L.9-10.3- Apply knowledge of language to make
structure. L.9-10.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Spell correctly L.9-10.3- Apply knowledge of language to make
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standard English capitalization, punctuation, and spelling when writing. C. Spell correctly L.9-10.3- Apply knowledge of language to make
capitalization, punctuation, and spelling when writing. C. Spell correctly L.9-10.3- Apply knowledge of language to make
punctuation, and spelling when writing. C. Spell correctly L.9-10.3- Apply knowledge of language to make
spelling when writing. C. Spell correctly L.9-10.3- Apply knowledge of language to make
writing. C. Spell correctly L.9-10.3- Apply knowledge of language to make
C. Spell correctly L.9-10.3- Apply knowledge of language to make
L.9-10.3- Apply knowledge of language to make
L.9-10.3- Apply knowledge of language to make
knowledge of language to make
knowledge of language to make
language to make
language to make
ettective choices
for meaning, or
style, and to
comprehend more
fully when
reading, writing,
speaking or
listening.
A. Vary word
choice and
sentence structure
to demonstrate an
understanding of
the influence of
language.
L.9-10.5-

				Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. B. Analyze nuances in the meaning of words with similar denotations.				
				Speaking and Listening Standards SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.				
Unit	Essential Questions	Enduring Understandings	NJSLSA Anchor Standards	Progress Indicators	Learning Targets	Common Assessments (Formative & Summative)	Interdisciplinary Connections	21st Century Connections
MP IV:	Why should I	Good readers can	NJSLSA.R1. Read	Reading	SWBAT:	Formative	6.1.12.A.8.c Relate	CRP6.
Units	evaluate fiction and poetry for	judge an author's stylistic choices as	closely to determine what the	RL.9-10.1. Cite strong and	Evaluate the efficacy of a	Large class and small group	social intolerance, xenophobia, and	Demonstrate creativity and
7&8	style?	a way to identify	text says explicitly	thorough textual	writer's choices in	discussion	fear of anarchists	innovation.
		theme.	and to make logical	evidence and	style as a means of	Close readings of	to government	0.0.10 FD.0
Moderni sm and	How do authors demonstrate the	Readers can trace	inferences and relevant	make relevant connections to	highlighting theme.	text and note-taking	policies restricting immigration,	9.3.12.ED.2 Demonstrate
Sm and Postmod	demonstrate the development of	the development of	connections from	support analysis of	uicilic.	Comprehension	advocacy, and	effective oral,
ernism	characters	characters through	it; cite specific	what the text says	Identify and trace	and Analysis	labor	written, and
ÇTIIIGITI	throughout a text?	an analysis of	textual evidence	explicitly as well	characterization as	questions	organizations.	multimedia
(9		descriptions of	when writing or	as inferentially,	it advances the plot	Short writes/	<i>5</i>	communication in

weeks)	How are works	appearance,	speaking to support	including	and develops	responses	6.1.12.C.8.a	multiple formats
	representative of	personality.	conclusions drawn	determining where	theme.	Group work	Analyze the	and contexts.
	and affected by the		from the text.	the text leaves		Informal	push-pull factors	
	historical period,	The historical		matters uncertain.	Evaluate writing as	Presentations	that led to the	
	political system	period shapes the	NJSLSA.R2.		a product of a		Great Migration.	
	and social norms?	work and allows	Determine central	RL.9-10.2.	historical period			
		the author to	ideas or themes of a	Determine a	and a criticism of	Summative:	6.1.12.B.9.a	
	How do writers	criticize the	text and analyze	theme or central	that period's		Determine how	
	develop a	political system	their development;	idea of a text and	political system	Text projects	agricultural	
	well-written essay?	and/or societal	summarize the key	analyze in detail	and societal norms	Tests	practices,	
		norms of race	supporting details	its development	(of gender and	Analysis essays	overproduction,	
	How do I choose	and/or gender.	and ideas.	over the course of	race) while	Quizzes	and the Dust Bowl	
	the best evidence			the text, including	connecting	Annotations	intensified the	
	from a text to	Writers clearly	NJSLSA.R3.	how it emerges	findings to modern		worsening	
	support my	introduce the topic,	Analyze how and	and is shaped and	issues.	Common	economic situation	
	position?	organize the essay,	why individuals,	refined by specific		Assessments	during the Great	
		include relevant	events, and ideas	details and	Compose a	CA 7: Modernism	Depression.	
	How can I use	supporting details,	develop and	provide an	well-organized,	MC		
	advanced	utilize transitions,	interact over the	objective	formal expository	IVIC	6.1.12.C.9.d	
	punctuation to	choose effective	course of a text.	summary of the	essay.	CA 8: Modernism	Compare and	
	create	words and include		text.		Essay (on Final)	contrast the causes	
	well-structured	a conclusion.	NJSLSA.R4.		Select appropriate	Essay (on Final)	and outcomes of	
	sentences?		Interpret words and	RL.9-10.3.	details and		the stock market	
		How do I choose	phrases as they are	Analyze how	evidence from		crash in 1929 with	
	How can the use of	the best evidence	used in a text,	complex	literature to		other periods of	
	technology and	from a text to	including	characters (e.g.,	develop the topic		economic	
	digital media	support my	determining	those with	of the essay.		instability.	
	enhance	position?	technical,	multiple or			6.1.12.D.9.b	
	presentations?		connotative, and	conflicting	Apply grammar		Analyze the impact	
		Semicolons and	figurative	motivations)	rules to spoken and		of the Great	
		colons can be	meanings, and	develop over the	written work by		Depression on the	
		incorporated into	analyze how	course of a text,	using varied		American family,	
		writing to form	specific word	interact with other	phrases, proper		migratory groups,	
		complex sentences	choices shape	characters, and	punctuation, and		and ethnic and	
		and the	meaning or tone.	advance the plot	accurate spelling.		racial minorities.	
		relationships		or develop the				
		between	NJSLSA.R5.	theme.	Vary word choice		8.1.12.A.2 Produce	

independent	Analyze the		and sentence	and edit a	
clauses.	structure of texts,	RL.9-10.4.	structure when	multi-page digital	
Clauses.	including how	Determine the	writing and	document for a	
Tankundanınıd				commercial or	
Technology and	specific sentences,	meaning of words	speaking.		
digital media	paragraphs, and	and phrases as	Incorporate	professional	
enhances	larger portions of	they are used in	technology and	audience and	
presentations by	the text (e.g., a	the text, including	digital media to	present it to peers	
effectively	section, chapter,	figurative and	design and/or	and/or	
engaging the	scene, or stanza)	connotative	present projects	professionals in	
interest of the	relate to each other	meanings; analyze	and presentations.	that related area for	
viewer.	and the whole.	the cumulative		review.	
		impact of specific			
	NJSLSA.W2. Write	word choices on			
	informative/explan	meaning and tone			
	atory texts to	(e.g., how the			
	examine and	language evokes a			
	convey complex	sense of time and			
	ideas and	place; how it sets			
	information clearly	a formal or			
	and accurately	informal tone).			
	through the				
	effective selection,	RL.9-10.5.			
	organization, and	Analyze how an			
	analysis of content.	author's choices			
	,	concerning how to			
	NJSLSA.W4.	structure a text,			
	Produce clear and	order events			
	coherent writing in	within it (e.g.,			
	which the	parallel plots), and			
	development,	manipulate time			
	organization, and	(e.g., pacing,			
	style are	flashbacks) create			
	appropriate to task,	specific effects			
	purpose, and	(e.g. mystery,			
	audience.	tension, or			
	addiction.	surprise).			
	NJSLSA.W9. Draw	surprise).			
	MISLOM. W J. DIAW				

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		nce from	Writing			
	literar		W.9-10.2. Write			
		national texts	informative/expla			
		port analysis,	natory texts to			
		tion, and	examine and			
	resear	ch.	convey complex			
			ideas, concepts,			
			and information			
		SA.L2-	clearly and			
		nstrate	accurately through			
		and of the	the effective			
		ntions of	selection,			
		ırd English	organization, and			
		lization,	analysis of			
		uation, and	content.			
		ng when	A.Introduce a			
	writin	g.	topic; organize			
	NIGH	C A T 4	complex ideas,			
		SA.L4-	concepts, and			
		mine or	information to			
		the meaning	make important			
		nown and	connections and			
		ole-meaning	distinctions;			
		and phrases	include formatting			
		ng context	(e.g., headings),			
		analyzing	graphics (e.g.,			
		ngful word	figures, tables),			
	parts,		and multimedia			
		lting general	when useful to			
		ecialized	aiding			
		nce materials,	comprehension.			
		propriate.	B.Develop the			
		SA.L5-	topic with			
		nstrate	well-chosen,			
		standing of	relevant, and			
		relationships	sufficient facts,			
		iances in	extended			
	word	meanings.				

the norms and conventions of the discipline in which they are writing.	1
discipline in which they are writing.	
which they are writing.	
writing.	ļ
writing.	
	ļ
F. Provide a	ļ
concluding	ļ
paragraph or	
section that	
supports the	
information or	ļ
explanation	
presented (e.g.,	
articulating	ļ
implications or the	
significance of the	
topic).	
W.9-10.4. Produce	
clear and coherent	
writing in which	
the development,	
organization, and	
style are	
appropriate to	
task, purpose, and	
audience.	
W.9-10.9. Draw	
evidence from	
literary or	
nonfiction	
informational	ļ
texts to support	ļ
analysis, 17	ļ
reflection, and	ļ
research.	
	ļ
B. Apply grades	

standards to
nonfiction
informational e.g.,
"Delineate and
evaluate the
argument and
specific claims in
a text, assessing
whether the
reasoning is valid
and the evidence
is relevant and
sufficient; identify
false statements
and fallacious
reasoning").
Language
Standards
L.9-10.2-
Demonstrate
command of the
conventions of
standard English
capitalization,
punctuation, and
spelling when
writing.
Use a semicolon
(and perhaps a
conjunctive
adverb) to link
two or more
closely related
independent
clauses.
C. Spell correctly

	T			1
		L.9-10.4-Determin		
		e or clarify the		
		meaning of		
		unknown and		
		multiple-meaning		
		words and phrases		
		based on grades		
		9-10 reading and		
		content, choosing		
		flexibly from a		
		range of		
		strategies.		
		D. 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.9-10.5-		
		Demonstrate		
		understanding of		
		figurative		
		language, word		
		relationships and		
		nuances in word		
		meanings.		
		Interpret figures of		
		speech (e.g.,		
		euphemism,		
		oxymoron) in		
		context and		
		analyze their role		
		in the text.		
		III tile text.		

L.9-10.6- Acquire and use accurately general academic and domain-	
general academic	
and domain-	
specific words and	
phrases, sufficient	
for reading,	
writing, speaking,	
and listening at	
the college and	
career readiness	
level; demonstrate	
independence in	
gathering	
vocabulary	
knowledge when	
considering a	
word or phrase	
important to	
comprehension or	
expression.	
Speaking and	
Listening	
SL.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.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.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.