

| Domain Anchor Statement Codes | | | |
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| Reading | Writing | Speaking and Listening | Language |
| CR: Close Reading of Text | AW: Argumentative Writing | PE: Participate Effectively | RF: Foundational Skills: Reading Language |
| CI: Central Ideas and Themes | IW: Informative and Explanatory Writing | II: Integrate Information | WF: Foundational Skills: Written Language |
| IT: Interactions Among Text Elements | NW: Narrative Writing | ES: Evaluate Speakers | SS: System and Structure of Language |
| TS: Text Structure | WP: Writing Process | PI: Present Information | KL: Knowledge of Language |
| PP: Perspective and Purpose in Texts | WR: Writing Research | UM: Use Media | VL: Vocabulary Acquisition, Use, and Literal Meaning |
| MF: Diverse Media and Formats | SE: Sources of Evidence | AS: Adapt Speech | VI: Vocabulary Acquisition, Use and Interpretative Meaning |
| AA: Analysis of an Argument | RW: Range of Writing | | |
| CT: Comparison of Texts | | | |

| Marking Period | Unit Title | Recommended Instructional Days |
|----------------|--------------------------|--------------------------------|
| 1 | Unit Heroes and Monsters | 40 Days |

| Grade 12 NJSLS - ELA | |
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| Language Domain | Core Ideas and Practices Interdisciplinary Standards |
| <p>L.SS.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. apply the understanding that usage is a matter of convention, can change over time and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p> <p>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.</p> <p>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.</p> <p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> | <p><u>Essential Question/s:</u></p> <ul style="list-style-type: none"> • What is the archetype of a hero? • How do archetypes inform our understanding of humanity? • Why is it important to understand the mindset of a certain historical period before reading the literature that reflects it? Why is it important to make connections that transcend that time? • What are the characteristics of a modern day hero and what does the epic hero have in common with him/her? • How is literature a driving force in revealing aspects about a culture? • How can social class build or hurt an individual's position in the society? • How do written legacies of certain people impact the reader's understanding of cultural conflicts that might have existed in that time? • How can Frankenstein be a cautionary tale about modern technology? • In which events should scientists follow or not follow ethical codes when conducting their research or experiment? |

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11-12.2. 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.

- 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.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- 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.
- 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 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.

- A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
- D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Activity Description:

Students will know

- the definition of archetype and stereotype
- historical background appropriate to the required reading, in particular the social strata that are implied within each text
- how to analyze text structure (author’s craft, etc.) and draw connections between two texts to generate knowledge
- society’s need to for heroic stories transcends time
- other literature and forms of entertainment are consistently inspired by the epics of the past

Students will be able to

- explain the concept behind the universe of responsibilities and universe of obligations.
- explain why leadership is important to thrive in a society
- explain how individuals in certain cultures express resentment when their society experiences cultural change
- explain society’s behavior during the Post-Colonial era
- understand how literature plays a role in providing insight into cultural shifts and identity crisis
- make thematic connections between different texts
- explain how a character exemplifies tragic flaw
- analyze reasons for character’s motivation
- closely read and analyze passages to identify patterns within and across texts and explain how those patterns are developed
- connect reading to their experience in the world
- explain different types of conflict
- analyze the elements of an epic in modern and ancient works
- apply and recognize literary terms in an epic poem/and or novel
- distinguish the similarities and differences of a hero’s perspective from a monster’s point of view

| Reading Domain | <u>Unit Enduring Understanding:</u> |
|--|---|
| <p>Reading Literature</p> <ul style="list-style-type: none">● RL.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 a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.● 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 a text including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.● RL.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding how they 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). <p>L.VI.11-12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.</p> <p>D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.</p> <ul style="list-style-type: none">● RL.TS.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic | <p>● People's decisions are based on their individual set of beliefs and moral principles.</p> <p>● Human nature changes very little over time.</p> <p>● Archetypes have been used throughout literature and are regarded as universal.</p> <p>● Different perspectives in a novel help understand conflicts in literature.</p> <p><u>Anchor Text(s):</u> <i>Beowulf (Level A and B)</i></p> <p><u>Learning Activities</u></p> <ul style="list-style-type: none">● Activate/Build Prior Knowledge<ul style="list-style-type: none">○ Pre-reading research activity related to major topics in <i>Beowulf</i>.● Reading assignments (explore and write brief responses on topics that address issues in literature and present time)● Reading questions (thought-provoking, higher critical thinking skills)● Anecdotal Records (Can conduct during reading)● Think, Pair, Share (peer review essay drafts)● Reader's response (monitor comprehension)● Collaborative Activities (vocabulary games on Vocabulary.com/Quizlet.com)<ul style="list-style-type: none">● Socratic Seminar (Can use fishbowl method)● Research a current event in which you find examples of a person that exemplifies traits possessed by one of the heroes or monsters from literature (Suggested for all levels/ Can require level A to use <i>Beowulf</i> to connect to any past terrorist event or recent event, focusing on current issue). (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35)● Feedback (teach students to give their peers constructive criticism, using rubric and peer review sheets)● Conduct close readings of excerpts (select passages and focus on complexity of passages to promote better reading skills/ critical thinking skills/ require students to take notes of the passages or annotate) |

resolution) and how they contribute to its overall structure and meaning as well as its aesthetic impact.

RL.PP.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g. different accounts of the same event or issue, use of different media or formats).

- RL.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 author's message).
- 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.

Reading Informational

- 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.
- 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

- Discuss the setting by having students create a visual representation.
- Small and large group discussions about key topics and themes.
- Direct instruction about pertinent historical background necessary to the selected texts.
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- Reading and discussing literature together in order to practice reading strategies such as making connections (think aloud, guided reading and independent reading)
- Independent reading (sustained silent reading at the beginning or end of class period)
- Note taking for specific purposes
- Flipped lessons on Blendspace, EdPuzzle, Google Sites, and other various online platforms
- Identify different types of conflict by having students make claims and cite textual evidence.
- Using iMovie, make a parody, using any of the events in Beowulf (Suggested for all levels/ Can require level A to write a script)
- Create a music video (write your own lyrics) that highlights any of the events in Beowulf
- Conduct research on the types of food eaten in the Anglo Saxon culture. Cook a meal and bring it to class as it would have been served in the mead hall (Suggested for all levels/ Can require level A to write an essay, explaining the history of the food and how items on the menu varied by social classes).

Writing Activities:

- Research Simulation Task - Students will analyze an informational topic through several articles or multimedia stimuli. Students will read and respond to a series of questions and synthesize information from multiple sources in order to write an analytic essay.
 - Suggested Topic: Research modern day heroes and villains by reading informational text articles and make connections to anchor text.
 - Suggested Topic: Conduct research on the types of food eaten in the Anglo Saxon culture. Write an essay, explaining the history of the food and how items on the menu varied by social classes)

produce a complex account or analysis; provide an objective summary of the text.

- 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.TS.11–12.4. Evaluate the author’s choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- 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).
- 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).

- Narrative Writing Task - Students will work with one main literary text. Students will read the text, answer questions, and write a narrative response that draws on the text.
 - Suggested Task: Write a modern day story, using Beowulf and Grendel. Modernize Herot as an integral part of a thriving society and under the threat of modern day Grendel. Create a modern day event where Beowulf defeats Grendel from destroying Herot (Suggested for all levels/ Can require level A students to include their own kennings, alliteration, foreshadow, imagery in the narrative).
- Literary Analysis - Students will analyze two texts that include some commonality. Students will read the text, answer questions, and write an analysis of the texts based on their commonalities.
 - Suggested Task: Compare and contrast the evolution of the “monster” Grendel from Beowulf with the “monster” in Frankenstein or Dracula (suggested for all levels/ Can require level A to explore the point that both texts make about good and evil and discuss how both compliment the idea of ‘monster’).
 - Suggested Task: Type a 4- 5 page literary response essay in which you analyze the literature as it relates to the following question. Is Beowulf (or the other epic hero studied) a hero? How does he exemplify traits of heroism as defined by students as well as Anglo-Saxons? (Suggested for all levels- require writers to examine and evaluate traits and actions of a hero and explain how Beowulf is a reflection of the Anglo-Saxon culture).
 - evaluate traits and actions of a hero and explain how Beowulf is a reflection of the Anglo-Saxon culture).

Supplementary Texts for Beowulf:

- “Building a Better Human With Science? The Public Says, No Thanks” by Gina Kolata from New York Times
- “The Birth of Modern Science” by Anita Ravi from Newsela
- “In Lab Lit, Fiction Meets Science of the Real World” by Katherine Bouton from New York Times (Standards in Action:

- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

Writing Domain

W.AW.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic)
- 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.

Climate Change)

- “Bearing Witness, With Words” by Dwight Garner from New York Times
- Use articles in Text Set “Globalization: The New Imperialism?” on Newsela
- “Beowulf from the monster's viewpoint” by D. Keith Mano from New York Times
- “Everyday Heroes” text set (**LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35**)
- “Nelson Mandela’s Nobel Peace Prize Lecture” (speech on Commonlit) (**Amistad Law: N.J.S.A. 18A 52:16A-88**)
- “Honor and Courage” text set on Commonlit
- Excerpt from “Susan B. Anthony, The Woman” on Commonlit (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)
- “The Hero's Journey” by Jessica McBirney on Commonlit
- “Duty, Honor and Courage at West Point” on Commonlit (read speech after students have read the battle scene in *Beowulf*)
- Excerpts from *Frankenstein* by Mary Shelley
- “The Death of a Soldier” by Wallace Stevens (poem on Commonlit)
- “Courage in Denmark: Resistance to the Nazis in WWII” (informational text article on Commonlit) (**Holocaust Law: N.J.S.A. 18A:35-28**)

Independent Reading Texts:

- *Student selected novel*
- *Grendel* by John Gardner
- *Frankenstein* by Mary Shelley
- *Dracula* by Bram Stoker
- *Things Fall Apart* by Chinua Achebe (**Amistad Law: N.J.S.A. 18A 52:16A-88**)
- *Little Bee* by Chris Cleave
- Student selected book of choice

Interdisciplinary Connections: Content;; NJSLS#:Suggested Visual and Performing Arts Resources for Content- Area Integration

- Standard 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles

- 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.
- 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.
- 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.
- D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- 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.
- F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
 - W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

that govern the creation of works of art in dance, music, theatre, and visual art.

- Standard 1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
- Standard 1.3 Performing: All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- Standard 1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.
- Suggested Science Resources for Content-Area Integration
 - HS-ESS3-3. Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- Suggested Math Resources for Content-Area Integration
 - MP.2 Reason abstractly and quantitatively. (HS-LS4-1)
- Suggested Social Studies Resources for Content-Area Integration
 - -6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
 - -6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.

- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the 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.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.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 🌱

- W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).
- 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.

Speaking and Listening Domain

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.

- 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.

- 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.
- 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.
- 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.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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| <p>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.</p> <p>SL.UM.11–12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 🌱</p> | |
| <p>Social and Emotional Learning: <i>Competencies</i></p> | <p>Social and Emotional Learning: <i>Sub-Competencies</i></p> |
| <ul style="list-style-type: none"> ● Self- Awareness ● Self- Management ● Social Awareness ● Responsible Decision-Making ● Relationship Skills | <p><u>Self- Awareness</u></p> <ul style="list-style-type: none"> ● Recognize one’s feelings and thoughts ● Recognize the impact of one’s feelings and thoughts on one’s own behavior ● Recognize one’s personal traits, strengths, and limitations ● Recognize the importance of self-confidence in handling daily tasks and challenges <p><u>Self- Management</u></p> <ul style="list-style-type: none"> ● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors ● Recognize the skills needed to establish and achieve personal and educational goals ● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals |

Social Awareness

- Recognize and identify the thoughts, feelings, and perspectives of others
- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- Demonstrate an understanding
- of the need for mutual respect
- when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement, and model effective problem-solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety, and civic impact of decisions

Relationship Skills

- Establish and maintain healthy relationships
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- Identify who, when, where, or how to seek help for oneself or others when needed

| <p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p> | <p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p> |
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| <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none">● Quizzes to monitor reading comprehension● Reader Response Journals (independent writing on any topics investigated in texts)● -Reading logs (conduct for required or independent reading)● Close readings of textual excerpts in order to practice reading strategies, conduct guided reading or analyze the text for literary elements.● Graphic organizers for analyzing themes, rhetorical devices and other unit specific items over extended periods of time and collecting information for essays.● Literary Devices: Analyze in a particular text a variety of literary devices and compile evidence of understanding into a displayable folder or Google Doc.● Vocabulary-Examine passages from the text and have students use context clues to identify the meaning of words.● Use Padlet or Schoology discussion boards to formulate class discussions● Reader Response Journal or Reading Logs● Reading Comprehension Quizzes● Class-run debates● Class discussions using various online resources● Prose-constructed responses● Alternative Assessments (projects, student portfolios) | <p><u>Benchmarks:</u></p> <ul style="list-style-type: none">● Ongoing assessments based on standards addressed● Grade 12 Diagnostic and District Assessments <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none">● Text-based tests and assessments● Group projects● Multimedia presentations● Research Simulation Task Essays, Narrative Writing, and Literary Analysis Essays |

| Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i> | | | |
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| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ML Core Resources | Gifted & Talented Core Resources |
| <ul style="list-style-type: none"> Print Version of the text | <ul style="list-style-type: none"> Modified Version of Texts Audio of Text | <ul style="list-style-type: none"> Spanish language version of the text (when available) | <ul style="list-style-type: none"> Group and individual presentations of chapters, connections to popular culture, reflective journals, blogs, poetry |
| Supplemental Resources | | | |
| <p>Technology:</p> <ul style="list-style-type: none"> Schoology Google Chrome Google Drive Google Sites Smartboard Newsela CommonLit Khan Academy Vocabulary.com Quizlet Blendspace Padlet PearDeck NoRedInk EdPuzzle New York Times Learning Network TedEd IXL <p>Other:</p> <ul style="list-style-type: none"> Books, Whiteboard, Document Camera, notebooks | | | |

| Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i> | | | |
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| Core Resources | Alternate Core Resources <i>IEP/504/At-Risk/ESL</i> | ML Core Resources | Gifted & Talented Core |
| <ul style="list-style-type: none"> • <i>Beowulf</i> | <ul style="list-style-type: none"> • Vocabulary: Circulate around the room and support students as they write their sample sentences. Provide visual glossary on an anchor chart to scaffold. Dissect sentences together. Reading: Work directly with students to read and annotate text. Model annotation for the first one or two paragraphs. Then, allow students to finish annotating with partners or in groups. Review Prompt and Rubric: Work directly with students as a group to review prompts and rubrics. Prewriting: Work directly with students to begin planning their responses. Project a graphic organizer or outline and complete as a group. Discussion: Work directly with students as a group. Use a discussion guide and speaking frames to facilitate the discussion. | <ul style="list-style-type: none"> • Linguistics: Use sound and phonics transfer charts and lessons to identify where transfer of sounds occurs for English learners from students' native languages into English. Review vocabulary words and parts of speech in figuring out meaning. • Grammar Transfers: Use grammar transfer charts to address common mistakes that some English learners make in speaking and writing when they transfer grammatical forms from their native languages into English. Allow use of charts for grammar lessons and oral communication activities. Use of IXL. • Cognates: Cognate strategy instruction helps students whose first language shares cognates with English draw on their first language knowledge by teaching how to use cognate knowledge. Provide opportunities for English language learners to find cognates in authentic text and compare meanings with their native language. | <ul style="list-style-type: none"> • Presentation Strategies: Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation. Provide opportunities for student driven instruction. • Organizational/Behavioral Strategies: Establish a timeline for long-range projects • Motivational Strategies: Provide fewer drill and practice activities when material is learned. Give students choices of activities in learning the content. Allow the student to 'buy' time for self-directed activities after material is learned. • Assessment Strategies: Give a pretest to allow the student to demonstrate mastery. Provide self-checking materials. Provide tests at a higher level of thinking. • Environmental Strategies: Arrange for a mentor to work with the student in the interest area Cluster group gifted/talented students by areas of strength in the classroom. Allow independent use of library. |

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| <p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p> | <p>Disciplinary Concept:</p> | |
| | <p><i>Core Ideas:</i></p> | <ul style="list-style-type: none"> ● Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers. ● Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences. ● In order for members of our society to participate productively, information needs to be shared accurately and ethically. ● Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. ● Innovative ideas or innovation can lead to career opportunities. |
| | <p><i>Performance Expectation/s:</i></p> | <ul style="list-style-type: none"> ● -9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a). ● -9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3). ● -9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2). ● -9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). ● -9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |

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| | Career Readiness, Life Literacies, & Key Skills Practices |
| | <ul style="list-style-type: none"> ● Act as a responsible and contributing community member and employee. ● Consider the environmental, social and economic impacts of decisions. ● Demonstrate creativity and innovation. ● Utilize critical thinking to make sense of problems and persevere in solving them. |

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

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| X | Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i> | X | Holocaust Law: <i>N.J.S.A. 18A:35-28</i> | X | LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i> | X | Standards in Action: <i>Climate Change</i> | X | Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i> |
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