

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

Marking Period	Unit Title	Recommended Instructional Days
3	Unit 3 Fate and Free Will	45 Days

Grade 12 NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<b>Language Domain</b>	
<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>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>• Why is it important to reflect the mindset of a certain historical period before reading the literature that reflects it?</li> <li>• To what extent does the belief in fate or free will motivate the characters’ action?</li> <li>• In what ways does the protagonist contribute to his downfall?</li> <li>• How can people contribute to their own downfall? Why do they often not recognize this?</li> </ul> <p><b>Activity Description:</b> <b>Learning Targets:</b> <i>Students will know</i></p> <ul style="list-style-type: none"> <li>• The elements of Elizabethan drama such as dialogue, stage directions, soliloquy, monologue, aside, foil and structural divisions of a play.</li> <li>• The definition of tragic hero/ tragic flaw.</li> <li>• How subtext and choices by actors and directors can influence an audience's understanding of and perception of drama and how this</li> </ul>

- B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.

- 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
- 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.
- 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.

- 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.

relates to the way literary scholars, actors and directors actually study texts.

- Literary terms such as tragedy, soliloquy, foreshadowing, imagery, and symbolism (Yorick's skull and Ophelia's flowers).

*Students will be able to*

- Recognize and appreciate the elements of Elizabethan drama.
- Recognize the characteristics of a Shakespearean tragedy.
- Annotate and analyze text and subtext through close readings.
- Recognize universal themes found in Macbeth/Hamlet.
- Analyze the tragic hero's motivation and decisions.

**Unit Enduring Understanding:**

- Shakespeare's commentary on power, corruption, and blind ambition is still relevant to our own society today.
- Belief in fate or free will affects how people make decisions.
- Personal ambition can lead to internal and external conflict.
- People often contribute to their own downfall, often through a tragic flaw.

**Anchor Text(s):**

*Hamlet by William Shakespeare (Level A)*

*Macbeth by William Shakespeare (Level B)*

**Learning Activities**

- Activate/Build Prior Knowledge
  - Pre-reading research activity related to major topics in *Hamlet* or *Macbeth*.
- 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)

- 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.

### Reading Domain

#### Reading Literature

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.

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.

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).

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 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).

- Socratic Seminar (Can use fishbowl method)
- 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)
- 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.
- 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 inspiration from Hamlet movie adaptation, work in small groups, choose a scene from the play, and update the scenes in a video format. Include stage directions, script, and music.
- Write a character analysis on Ophelia and Lady Macbeth,
- Create a sketch that illustrates a theme in Macbeth or Hamlet. The theme can be an image of one or more characters doing something, a place in the film, etc. Include a short description (as a caption) of the illustration and how it depicts the theme
- Students watch scene/s from Shakespeare’s plays prior to reading and explain in detailed writing what they see and understand about the characters and conflict. (Suggested for Level B/ Can require Level A to analyze several scenes)

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 provide 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.

### 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 Task: Use “Feminism and Beyond” and Twelfth Night/Macbeth to explain how Shakespeare explores the idea of women controlling their male counterparts and getting what they want in a male-dominated society. (**LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35**)
  - Suggested Task: Use “Payback Time: Why Revenge Tastes So Sweet” and Act four, Scene two of Hamlet to support Hamlet’s decision to replay Claudius’ crime in “The Murder of Gonzago.”
  - Suggested Task: Use “Life Through the Eyes of Teen Girls” to explain the reasoning behind Ophelia’s behavior in Hamlet.
  - Suggested Task: Use “Payback Time: Why Revenge Tastes So Sweet” to explain Hamlet’s main motivation in the play.
- 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 an obituary for either Macbeth or Lady Macbeth. Use a newspaper obituary as a model.
  - Suggested Task: Write a eulogy (a statement of praise for someone’s life after they’re dead—often read at funerals and memorials) for Banquo. Include details about his life that you learned in the play
  - Suggested Task: Write a short acceptance speech for Malcolm as he takes the throne. Have him reassure the country, recall the tragedies, ask for the Thanes to come back, etc.
    - Suggested Task: Write a one-page short story to tell about the witches’ next ‘adventure.’ Who will they trick next? How? What character flaw will they find to use against their target? What will happen to the victim?

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.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.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

### 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 writing) while attending to the norms and conventions of the discipline in which they are writing.

- 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: Write an essay, explaining how Claudius from Hamlet and Macbeth from Macbeth are both connected by greed and ambition.
- Suggested Task: Using Macbeth, Twelfth Night, Hamlet, or Winter's Tale, explain how Shakespeare represents Romantic love: how is it caused, how it is or not recompensed, how it disrupts hearts and minds of the characters (Require level A to use more than one play/ Level B can focus on one play or one element of romantic love)
- Suggested Task: Use Act 2, Scene 2 in Hamlet to explain why Hamlet responds to Gertrude, "Why seems it so particular with thee." Explain how Shakespeare explores the relationship between what "seems" and what it truly "is"; (suggested for Level A)
- Suggested Task: Write an argument, using claims and evidence from Act 1 to explain who they think is responsible for killing Duncan and why.

### Supplementary Texts:

- The Masque of Blackness by Ben Jonson (**Amistad Law: N.J.S.A. 18A 52:16A-88**)
- "Gulliver's Travel" by Jonathan Swift
- The History of Rasselas, Prince of Abissinia (Chapters 1-10) by Samuel Johnson
- "The Rules of the Game" by Amy Tan (**Holocaust Law: N.J.S.A. 18A:35-28**)
  - "The Prince" (Chapters 15-18) by Niccolo Machiavelli
  - "Hamlet and His Problems" by T.S. Elliot
  - "Ozymandias" by Percy Bysshe Shelley

- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

- 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.

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

- “Paradise Lost” (book 9) by John Milton
- “Delight in Disorder” by Robert Herrick
- “Sharing Eve’s Apple” by John Keats “Seven Ages of Man” by Shakespeare
- “Payback Time: Why Revenge Tastes So Sweet” by Benedict Carey from New York Times (informational text)
- “Life Through the Eyes of Teen Girls” by Alix Boyle from New York Times (informational text)
- “Feminism and Beyond” by Catherine Belsey (**LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35**)
- “Uncovering an Interracial Literature of Love...and Racism” by Emily Eakin from New York Times (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)
- “Black-White Marriages Rise, But Couples Still Face Scorn” by Isabel Wilkerson from New York Times (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)
- “Study Finds that Washing Hands Eases Guilty Consciences” by Benedict Carey from New York Times
- “Elizabethan Era” (to discuss gender roles and stereotypes) (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**)

**Independent Reading Texts:**

- *Student 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 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.

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 writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

- 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.

- 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.

- 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.
- 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

<p>topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>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.</p>	
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>
<ul style="list-style-type: none"> <li>● Self- Awareness</li> <li>● Self- Management</li> <li>● Social Awareness</li> <li>● Responsible Decision-Making</li> <li>● Relationship Skills</li> </ul>	<p><u>Self- Awareness</u></p> <ul style="list-style-type: none"> <li>● Recognize one’s feelings and thoughts</li> <li>● Recognize the impact of one’s feelings and thoughts on one’s own behavior</li> <li>● Recognize one’s personal traits, strengths, and limitations</li> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> </ul> <p><u>Self- Management</u></p> <ul style="list-style-type: none"> <li>● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals</li> </ul> <p><u>Social Awareness</u></p> <ul style="list-style-type: none"> <li>● Recognize and identify the thoughts, feelings, and perspectives of others</li> </ul>

	<ul style="list-style-type: none"><li>● Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds</li><li>● Demonstrate an understanding of the need for mutual respect</li><li>● when viewpoints differ</li><li>● Demonstrate an awareness of the expectations for social interactions in a variety of settings</li></ul> <p><u>Responsible Decision-Making</u></p> <ul style="list-style-type: none"><li>● Develop, implement, and model effective problem-solving and critical thinking skills</li><li>● Identify the consequences associated with one's actions in order to make constructive choices</li><li>● Evaluate personal, ethical, safety, and civic impact of decisions</li></ul> <p><u>Relationship Skills</u></p> <ul style="list-style-type: none"><li>● Establish and maintain healthy relationships</li><li>● Utilize positive communication and social skills to interact effectively with others</li><li>● Identify ways to resist inappropriate social pressure</li><li>● Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways</li><li>● Identify who, when, where, or how to seek help for oneself or others when needed</li></ul>	
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<p><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Quizzes to monitor reading comprehension</li><li>● Reader Response Journals (independent writing on any topics investigated in texts)</li><li>● Reading logs (conduct for required or independent reading)</li><li>● Close readings of textual excerpts in order to practice reading strategies, conduct guided reading or analyze the text for literary elements.</li><li>● Graphic organizers for analyzing themes, rhetorical devices and other unit specific items over extended periods of time and collecting information for essays.</li><li>● Literary Devices: Analyze in a particular text a variety of literary devices and compile evidence of understanding into a displayable folder or Google Doc.</li><li>● Vocabulary-Examine passages from the text and have students use context clues to identify the meaning of words.</li><li>● Use Padlet or Schoology discussion boards to formulate class discussions</li><li>● Reader Response Journal or Reading Logs</li><li>● Reading Comprehension Quizzes</li><li>● Class-run debates</li><li>● Class discussions using various online resources</li><li>● Prose-constructed responses</li><li>● Alternative Assessments (projects, student portfolios)</li></ul>	<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"><li>● Ongoing assessments based on standards addressed</li><li>● Grade 12 Diagnostic and District Assessments</li></ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"><li>● Text-based tests and assessments</li><li>● Group projects</li><li>● Multimedia presentations</li><li>● Research Simulation Task Essays, Narrative Writing, and Literary Analysis Essays</li></ul>

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

<b>Differentiated Student Access to Content: Recommended <i>Strategies &amp; Techniques</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ESL</i></b>	<b>ML Core Resources</b>	<b>Gifted &amp; Talented Core</b>
<ul style="list-style-type: none"> <li>● <i>Hamlet</i></li> <li>● <i>Macbeth</i></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Vocabulary:</b> 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. <b>Reading:</b> 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. <b>Review Prompt and Rubric:</b> Work directly with students as a group to review prompts and rubrics. <b>Prewriting:</b> Work directly with students to begin planning their responses. Project a graphic organizer or outline and complete as a group. <b>Discussion:</b> Work directly with students as a group. Use a discussion guide and speaking frames to facilitate the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Linguistics:</b> 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.</li> <li>● <b>Grammar Transfers:</b> 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.</li> <li>● <b>Cognates:</b> 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.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Presentation Strategies:</b> Vary the method of presentation: lecture, small groups, large group, demonstration, individual experimentation. Provide opportunities for student driven instruction.</li> <li>● <b>Organizational/Behavioral Strategies:</b> Establish a timeline for long-range projects</li> <li>● <b>Motivational Strategies:</b> 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.</li> <li>● <b>Assessment Strategies:</b> Give a pretest to allow the student to demonstrate mastery. Provide self-checking materials. Provide tests at a higher level of thinking.</li> <li>● <b>Environmental Strategies:</b> 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.</li> </ul>

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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p>	
	<p><i>Core Ideas:</i></p>	<ul style="list-style-type: none"> <li>● <b>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.</b></li> <li>● <b>Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</b></li> <li>● <b>In order for members of our society to participate productively, information needs to be shared accurately and ethically.</b></li> <li>● <b>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</b></li> <li>● <b>Innovative ideas or innovation can lead to career opportunities.</b></li> </ul>
	<p><i>Performance Expectation/s:</i></p>	<ul style="list-style-type: none"> <li>● <b>-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).</b></li> <li>● <b>-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).</b></li> <li>● <b>- 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).</b></li> <li>● <b>-9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</b></li> <li>● <b>-9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</b></li> </ul>

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

New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
<b>X</b>	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	<b>X</b>	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	<b>X</b>	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	<b>X</b>	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	<b>X</b>	Standards in Action: <i>Climate Change</i>