

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
4	Looking Back and Looking Forward: Modern and Postmodern British Literature	45 Days

Grade NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<p><b>Language Domain</b></p> <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><b>Essential Question/s:</b></p> <ul style="list-style-type: none"> <li>• How can we solve social barriers created by class?</li> <li>• In what ways can gender inequality affect individuals?</li> <li>• How does society influence our identity and the choices we make?</li> <li>• What expectations does the media and society have of gender roles?</li> <li>• How has society demonstrated a loss of innocence?</li> <li>• How can people balance traditional values and modern ideas?</li> <li>• How do rules about social behavior create the comedy in the play?</li> <li>• What is the relationship between class and money?</li> <li>• What does it mean to be earnest?</li> </ul> <p><b>Learning Targets:</b> <i>Students will know</i></p> <ul style="list-style-type: none"> <li>• Political and social events during the early twentieth century would alter Great Britain's preeminent position as a world power and would dramatically change its society.</li> <li>• Decisions are based on the situation one is involved in at the moment.</li> <li>• The mixing of fantasy with nonfiction; blurs lines of reality for the reader.</li> </ul>

- 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.

- Double standards can create attitudes of inequality between genders.
- How systemic injustice impacts society and individuals.

*Students will be able to*

- Debate the pros and cons of absolute values and traditions.
- Find contradictions in the texts, including those within one character.
- Locate predicaments that characters face and analyze why solutions are difficult or impossible.
- Trace a character’s disillusion with society.
- Differentiate between a reliable and unreliable narrator, as well as between fact and illusion.
- Analyze the role of religion, magic, and spirituality in British literature.
- Debate the ethical choices made by the characters.

**Unit Enduring Understanding:**

- As time progresses, society and literature begin to grow more complex and tolerant of opposing ideas.
- Literary themes reflect a changing society, such as loss of innocence, power struggles, the life of the mind, poverty and injustice.
- Character-driven literature can expose the societal pressures individuals face.
- Plot-driven literature can expose the systemic issues a society faces.

**Anchor Text(s):**

***The Importance of Being Earnest* by Oscar Wilde (LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35)**

**Activity Description:**

**Learning Activities**

- Activate/Build Prior Knowledge
  - Pre-reading research activity related to major topics in *The Importance of Being Earnest*.
  - *Research the Victorian/Edwardian Era in building knowledge and background information before reading.*
- Reading assignments (explore and write brief responses on topics that address issues in literature and present time)

<b>Reading Domain</b>	
<p><b>Reading Literature</b></p> <ul style="list-style-type: none"><li>● 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.</li><li>● 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.</li><li>● 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).</li><li>● 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).</li><li>● 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).</li></ul>	<ul style="list-style-type: none"><li>● Reading questions (thought-provoking, higher critical thinking skills)</li><li>● Anecdotal Records (Can conduct during reading)</li><li>● Think, Pair, Share (peer review essay drafts)</li><li>● Reader's response (monitor comprehension)</li><li>● Collaborative Activities (vocabulary games on Vocabulary.com/Quizlet.com)</li><li>● Socratic Seminar (Can use fishbowl method)</li><li>● Feedback (teach students to give their peers constructive criticism, using rubric and peer review sheets)</li><li>● 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)</li><li>● Discuss the setting by having students create a visual representation.<ul style="list-style-type: none"><li>● Small and large group discussions about key topics and themes.</li><li>● Direct instruction about pertinent historical background necessary to the selected texts.</li><li>● Reading and discussing literature together in order to practice reading strategies such as making connections (think aloud, guided reading and independent reading)</li><li>● Independent reading (sustained silent reading at the beginning or end of class period)</li><li>● Note taking for specific purposes</li><li>● Flipped lessons on Blendspace, EdPuzzle, Google Sites, and other various online platforms</li><li>● Identify different types of conflict by having students make claims and cite textual evidence.</li><li>● Using inspiration from the 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.</li><li>● Research key terms related to the Victorian/Edwardian era including courtship and negotiations.</li><li>● Discuss literary elements such as epigram, farce, inversion, irony, paradox, pun and satire.</li><li>● Oscar Wilde, the author of this play, once asserted, "Man is least himself when he talks in his own person. Give him a mask, and he will tell you</li></ul></li></ul>

- 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 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.

the truth." Have students create a mask for a character in the play.

- Conduct a class debate related to major themes in the play.
- Create a body biography for one of the characters in the play where each body part represents a belief, value, ideal or characteristic. Have students use textual evidence from the play to support claims.

#### 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: Have students research the Victorian/Edwardian Era and make connections between the play and what they found related to gender roles, marriage, and courtship during this time period. Students will choose three sources and use textual evidence from both the sources and the play to make connections between characters and the time period.
  - Suggested Task: Research the lives of different classes during the Victorian/Edwardian era in Britain. Compare the lives of the different classes.
- 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 diary entry from the perspective of one of the characters in the play.
  - Suggested Task: Write a sequel or prequel to the play in the same style as the author.
  - Suggested Task: Writing as one of the characters in the play, students can compose a letter to the "Wilde Love" advice column seeking counsel on a love-related issue.

- ~~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.~~

- 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).
- 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.

- Suggested Task: Have students write a literary analysis essay related to Satire. Have students compare/contrast two characters in the play and use evidence to convey what ideas Wilde is satirizing through their character.
- Suggested Task: Choose two themes from the play (the nature of marriage, hypocrisy, quest for truth/beauty, etc.) and explain how Wilde conveys these themes throughout the play. Students should use textual evidence to support claims made.
- Suggested Task: Compare and contrast an excerpt of To The Lighthouse with the poem “December” by Carol Ann Duffy. **(LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35)**

**Supplementary Texts:**

- Excerpt from “A View without a Room” by E.M. Forster **(LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- “The Machine Stops” by E.M. Forster **(LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- “Araby” by James Joyce
- “The Vindication of the Rights of Women” by Mary Wollstonecraft **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- “Goblin Market” by Christina Rossetti (poem)
- “From the Antique” by Christina Rossetti (poem)
- “Ode on a Distant Prospect of Eton College” by Thomas Gray on Commonlit
- “Keeping Up With the Joneses” (informational text article on Commonlit)
- “The Danger of a Single Story” by Chimamanda Ngozi Adichie (speech on Commonlit to discuss injustice/stereotypes) **(Holocaust Law: N.J.S.A. 18A:35-28 and Amistad Law: N.J.S.A. 18A 52:16A-88)**
- “Screen Addiction Among Teens: Is There Such a Thing?” (informational text article on Commonlit)
- “Teens Using Social Media for Good Deeds” (informational text article on Commonlit) **(Standards in Action: Climate Change)**

- 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.
  - 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.
  - 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.
  - 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.

- “Loving Decision: 40 Years of Legal Interracial Unions” (informational text article on Commonlit to discuss marriage expectations) (**Amistad Law: N.J.S.A. 18A 52:16A-88**)
- “December” by Carol Ann Duffy (**LGBTQ and Disabilities Law: N.J.S.A. 18A:35-4.35**)
- “Women’s Colleges Play a Unique Role in Quest for Equality” (information text article on Commonlit related to gender roles) (**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.
  - 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.

- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- 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.
- 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).

- 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.

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.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.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. 🌱

<b>Social and Emotional Learning:</b> <i>Competencies</i>	<b>Social and Emotional Learning:</b> <i>Sub-Competencies</i>	
<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> <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 Skill</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>	
<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> </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>	

<ul style="list-style-type: none"> <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>	
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**Differentiated Student Access to Content:  
Teaching and Learning *Resources/Materials***

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> </ul>
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- Google Sites
- Smartboard
- Newsela
- CommonLit
- Khan Academy
- Vocabulary.com
- Quizlet
- Blendspace
- Padlet
- PearDeck
- NoRedInk
- EdPuzzle
- New York Times Learning Network
- TedEd
- IXL

**Other:**

- Books, Whiteboard, Document Camera, notebook

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>● <i>The Importance of Being Earnest</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.</li> <li>● <b>Reading:</b> Work directly with students to read and annotate text. Model</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</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</li> </ul>

	<p>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.</p>	<p>English. Allow use of charts for grammar lessons and oral communication activities. Use of IXL.</p> <ul style="list-style-type: none"> <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>	<p>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.</p> <ul style="list-style-type: none"> <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>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</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> </ul>

		<ul style="list-style-type: none"> <li>• <b>Innovative ideas or innovation can lead to career opportunities.</b></li> </ul>
	<i>Performance Expectation/s:</i>	<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>
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