

Domain Anchor Statement Codes			
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
4	(Unit 4) Modern and Postmodern - Identity	40 days

Grade 12 NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<p>Language Domain</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>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.VI.11-12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p>	<p>Essential Question/s:</p> <ul style="list-style-type: none"> • In what ways does World War I impact post-war literature? • How can an essay be an exercise in creative writing? • Why and how do British authors experiment with writing styles and formats in the Modern era? • How and why does postmodernism differ from modernism? • What are the effects of feminism and postcolonialism on British literature? <p>Activity Description: Small and large group discussions (i.e. Think-Pair-Share) Discussion on female writers and their impacts on literary history Guided or interactive editing or revision exercises Complete graphic organizers, such as TPCASTT forms and Venn Diagrams Writing revision tasks, both independently and with partners.</p> <p>Interdisciplinary Connections: Content;; NJSLS#:</p>

- 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.

Reading Domain

Reading Literature

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.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.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.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 US 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.NW.9–10.3. 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, 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.
- 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.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

Speaking and Listening Domain

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.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	
<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Social Awareness • Responsible Decision-Making • Relationship Skills 	<ul style="list-style-type: none"> • Recognize the importance of self-confidence in handling daily tasks and challenges • Recognize the skills needed to establish and achieve personal and educational goals • Demonstrate an understanding of the need for mutual respect when viewpoints differ • Develop, implement, and model effective problem-solving and critical thinking skills • Utilize positive communication and social skills to interact effectively with others 	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Research biographies of the various writers in the unit • Multiple choice question quizzes • Canterbury Tales assignments • Group and individual presentations of poetry analysis • Peer revision of essays • KWL chart on Shakespearean poetry and plays, Elizabethan culture • Individual and group in-class performances of <i>Hamlet</i> • Alternative Assessments (projects, student portfolios, performance based assessments) 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • English 12 Honors District Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Research Analysis: <ul style="list-style-type: none"> ○ Research what makes a dystopian novel and how dystopian novels are a reflection of modern day problems. <ul style="list-style-type: none"> ■ (Standards in Action: Climate Change) • Narrative Writing: <ul style="list-style-type: none"> ○ Create a short story with a utopian society and discuss what makes that society utopian. Include a twist to that utopian society. • Literary Analysis:

- In the light of our reading of W.H. Auden’s, “Musee des Beaux Art,” an ekphrasis poem that corresponds with Brueghel’s painting, “Landscape with the Fall of Icarus,” use any of the poetic or literary forms we have discussed to “respond” to an already existing piece of art of a different medium.

**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"> ● Learning Contracts ● Centers/Stations ● Interactive Journals ● Leveled Readers ● Online Simulations ● Teacher Editions ● Student Editions 	<ul style="list-style-type: none"> ● Extra Support Readers ● Provide options for Comprehension ● Tiered Content/Activities ● Provide a variety of materials ● Provide options for perception ● Manipulatives 	<ul style="list-style-type: none"> ● Online Thesaurus ● Extra Support Readers ● Tiered Content/Activities ● Provide a variety of materials 	<ul style="list-style-type: none"> ● Enrichment Readers ● Enrichment Activities ● Compacting ● Tiered Content/Activities ● Provide a variety of rigorous materials

Supplemental Resources

Technology:

Technology Integration:

- Websites:
 - Formative, Vocabulary, Blendspace, Canva
 - CrashCourse Literature, CrashCourse History, TedTalk, TedEd, Commonlit
- Schoology, Google classroom, Teacher website, IXL
- Librivox, Lit2Go, Project Gutenberg
- Ipevo Document Camera

Other:

Suggested literary texts

- Virginia Woolf, *A Room of One’s Own*
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**

- Excerpts from Aldous Huxley, *Brave New World*
- Excerpts from Kazuo Ishiguro, *Never Let Me Go*
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**
- W.H. Auden, “In Praise of Limestone,” “In Memory of W.B. Yeats,” “Musee des Beaux Art,”
 - **(LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35)**
- T.S. Eliot, “The Love Song of J. Alfred Prufrock”
- Robert Frost, “Mending Wall,”
- William Butler Yeats, “The Second Coming,” “The Old Men Admiring Themselves by the Water,” “When You are Old”
- Benjamin Zephaniah, “The Race Industry”
 - **E(Amistad Law: N.J.S.A. 18A 52:16A-88)**
- Theresa Lola, “Pouring Glow”
 - **(Diversity & Inclusion: N.J.S.A. 18A:35-4.36a)**

Suggest informational texts

- Salman Rushdie, "The New Empire within Britain"

Classroom Equipment:

- Smartboard
- Laptop/Chromebook and Internet
- Whiteboard for the classroom
- Novels/books

**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"> ● Learning Contracts ● Centers/Stations ● Interactive Journals ● Leveled Readers ● Online Simulations ● Teacher Editions ● Student Editions 	<ul style="list-style-type: none"> ● Extra Support Readers ● Provide options for Comprehension ● Tiered Content/Activities ● Provide a variety of materials ● Provide options for perception 	<ul style="list-style-type: none"> ● Online Thesaurus ● Extra Support Readers ● Tiered Content/Activities ● Provide a variety of materials 	<ul style="list-style-type: none"> ● Enrichment Readers ● Enrichment Activities ● Compacting ● Tiered Content/Activities ● Provide a variety of rigorous materials

	<ul style="list-style-type: none"> Manipulatives 	
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: • With a growth mindset, failure is an important part of success. • Innovative ideas or innovation can lead to career opportunities.	
	<i>Core Ideas:</i>	<ul style="list-style-type: none"> There are reasons and consequences to taking on debt.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP10. Plan education and career paths aligned to personal goals. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
	Career Readiness, Life Literacies, & Key Skills Practices	
	<ul style="list-style-type: none"> There are strategies to improve one’s professional value and marketability. Career planning requires purposeful planning based on research, self-knowledge, and informed choices. Innovative ideas or innovation can lead to career opportunities. Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. 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.

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

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	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
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